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IDENTIFIERS	Ditto Masters

ABSTRACT

As a supplement to the teacher's guide for the first unit of a bilingual program in science/math for grade one, these instructional aids and ditto sheets are designed to help the teacher carry out instructional activities for kits one through four referred to in the guide. Emphasizing resources found in the classroom, the visual aids and worksheets presented here are to aid in teaching the numerals 0 to 9, ordinals (first to eighth), adding and subtracting, equivalent and nonequivalent sets, geometric shapes, and colors. Some supplementary materials are to be cut out for manipulations with small groups and individuals, while others are to be used full size. The worksheets are to be presented under supervision rather than as independent tasks. Introductions to the supplement are in both English and Spanish. (RS)

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ED161583

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RC 010800

SCDC SPANISH CURRICULA UNITS

Science/Math

Unit 1 Grade One
Supplement & Ditto Packet

UNIT 1 KITS 1-4

SCIENCE/MATH STRAND

SUPPLEMENT

DISSEMINATION AND ASSESSMENT
CENTER FOR BILINGUAL EDUCATION
6504 TRACOR LANE
AUSTIN, TEXAS

Spanish Curricula Development Center
MIAMI, FLORIDA

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These materials were developed and disseminated under grants from Title VII of P.L. 89-10 as amended.

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Education Service Center, Region XIII
6504 Tracor Lane, Austin, Texas 78721

Spanish Curricula Development Center
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7100 N.W. 17th Avenue
Miami, Florida 33147

PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E. para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instrucción de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Suplemento revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas coordinadores de los centros experimentales, del Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Suplemento revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Supplement incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban background, as well as children representing a wide range of other Spanish background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions.

It is our hope that schools using the revised Supplement will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

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Kit 1 . . . . . (none)

Kit 2 1

Kit 3 12

Kit 4 34

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Preface i

Introduction iii

Kit 1 . . . . . (none)

Kit 2 1

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INTRODUCCIÓN

Este Suplemento revisado contiene materiales visuales diseñados para ayudar al maestro a desarrollar con éxito las actividades incluídas en las guías de los distintos hilos de instrucción.

Las ilustraciones se incluyen para ayudar a estimular el lenguaje oral y el desarrollo de conceptos. Algunas de ellas están diseñadas para ser recortadas y usadas en pequeños grupos o individualmente, y otras para ser usadas en su tamaño completo.

El material está presentado en su forma más sencilla y no ha sido diseñado para constituir en sí un programa de arte.

El maestro puede colorear las láminas y montarlas en cartulina para facilitar su uso, si así lo desea. También puede añadir otros materiales en la presentación de las actividades y animar a los alumnos a que contribuyan con ilustraciones de su propia creación.

Colaboraron en la confección de las ilustraciones las señoras Olga Alonso y Soni Fratkin, y el señor Paulino Fernández.

INTRODUCTION

This revised Supplement contains visual aids designed to help the teacher successfully carry out the activities included in the guide of the corresponding instructional strand.

The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulations with small groups and individuals, while others are full size to be left intact.

The material here presented is generally in its simple form; it has not been designed as an art program.

The teacher may, if he so desires, color the pictures and mount them on cardboard to facilitate their use. The teacher may also add other materials in the presentation of his activities and encourage pupils to contribute their own original illustrations.

Collaborating in the preparation of the illustrations were Olga Alonso, Soni Fratkin and Paulino Fernández.

Gladys G. Rodríguez
Chairman, Kit Manufacture

Rose L. Nash
Artist/Illustrator

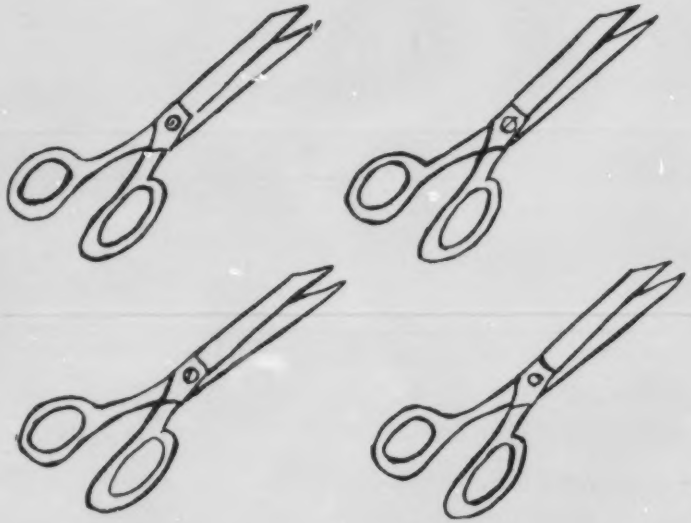
KIT 1

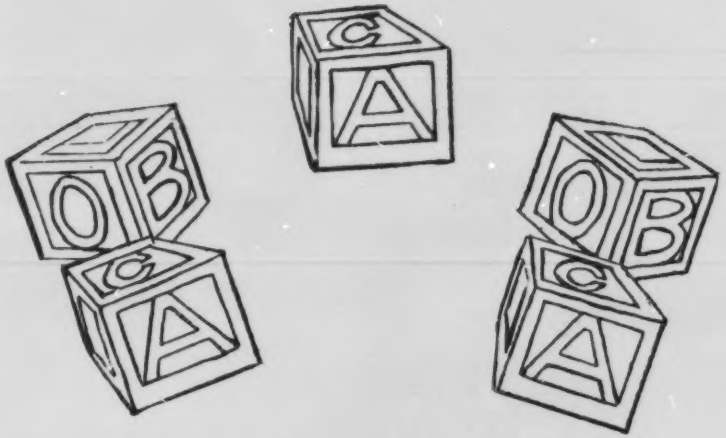
(None)

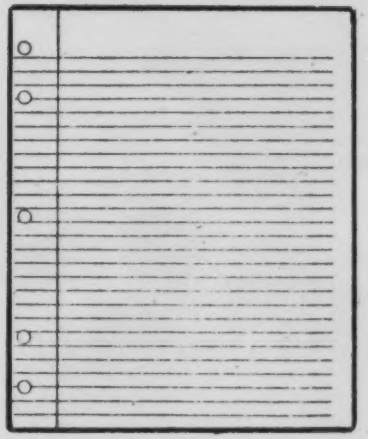
KIT 2

(Pages 1-11)

13

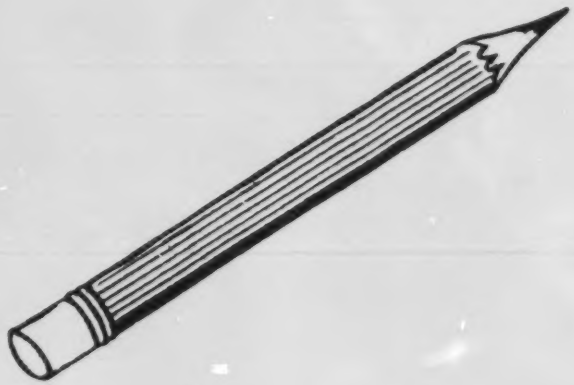


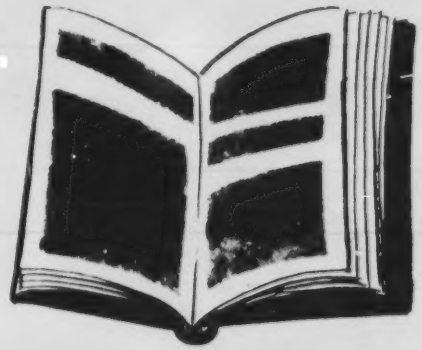


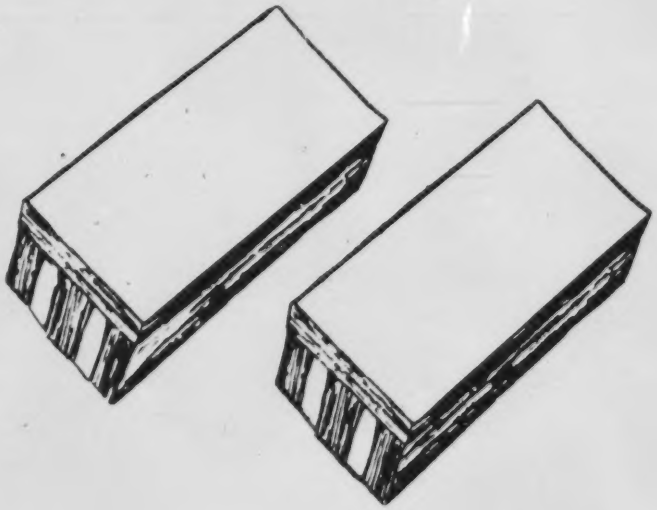


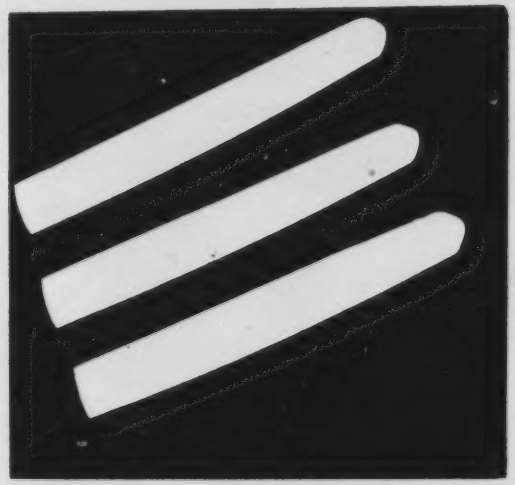
Para usar con Science/Math Strand

Kit 2, Suplemento









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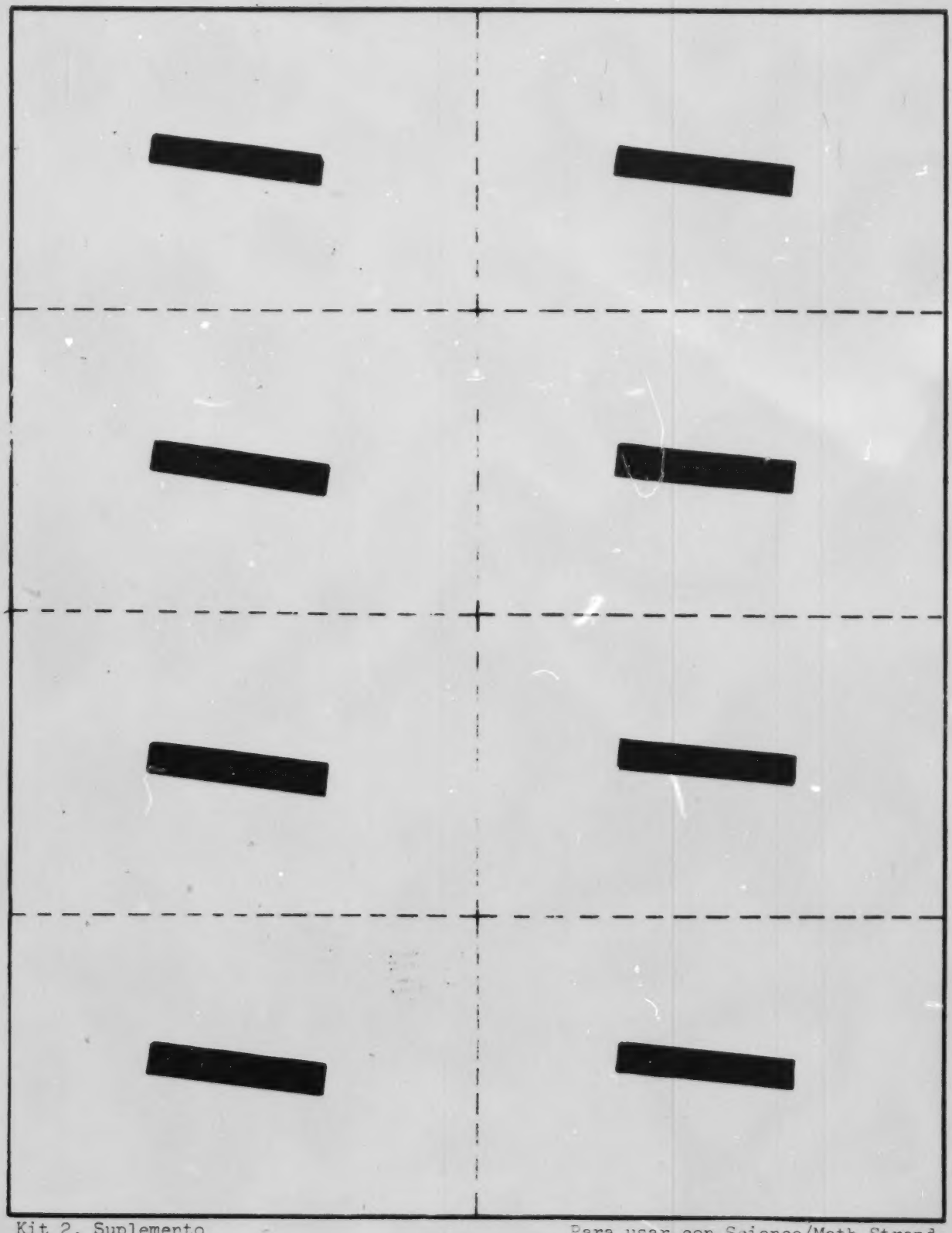

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Para usar con Science/Math Strand

Kit 2, Suplemento

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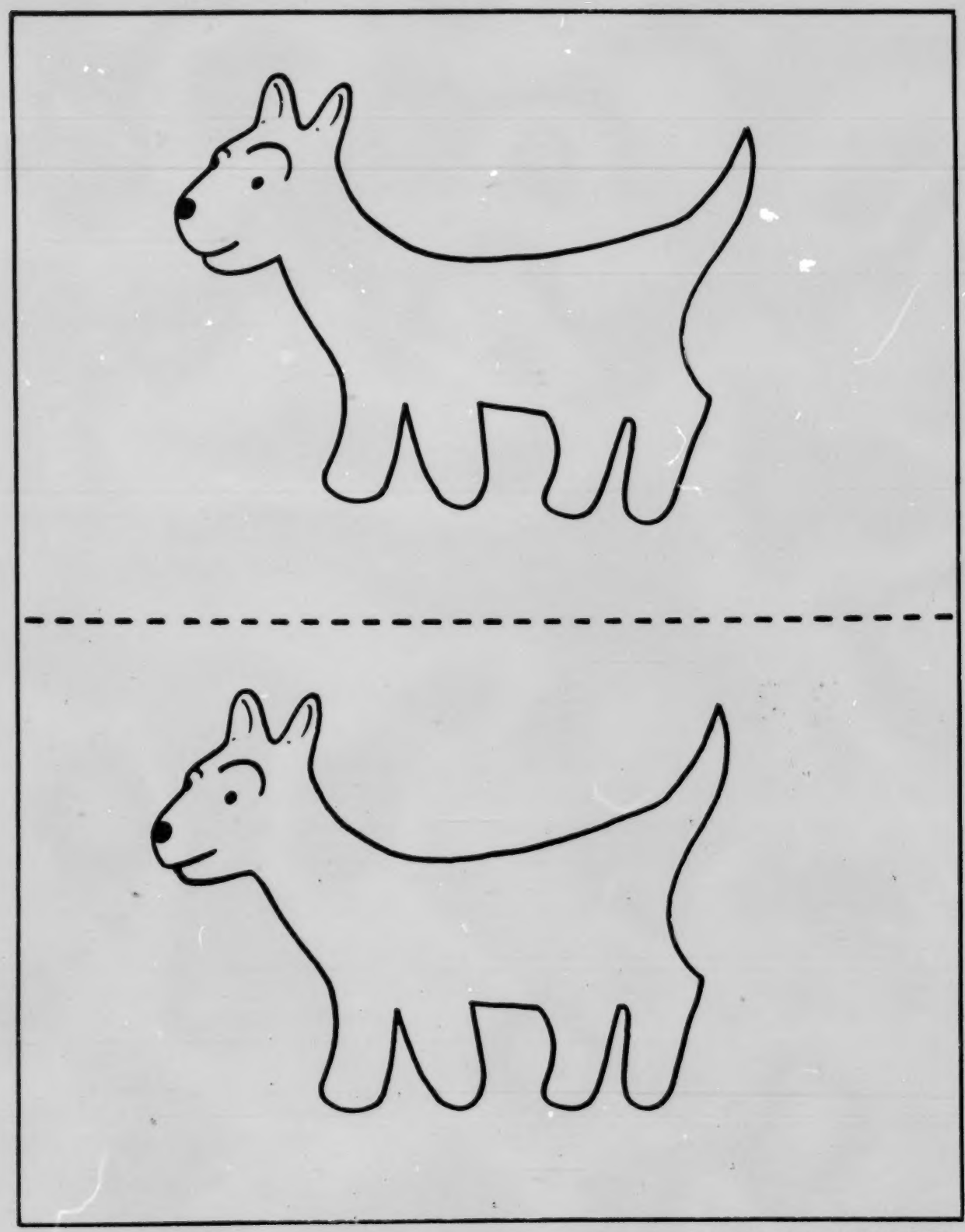

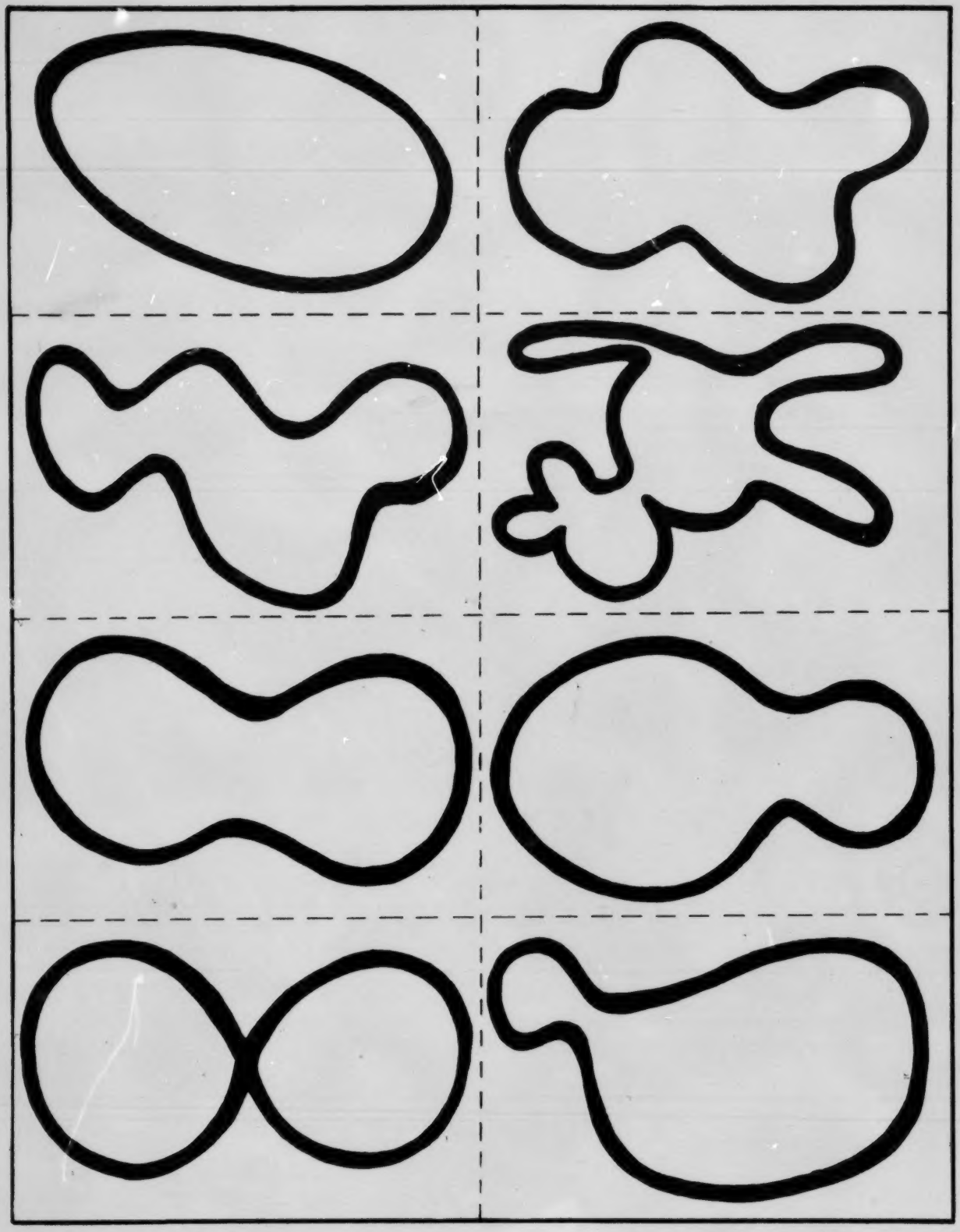

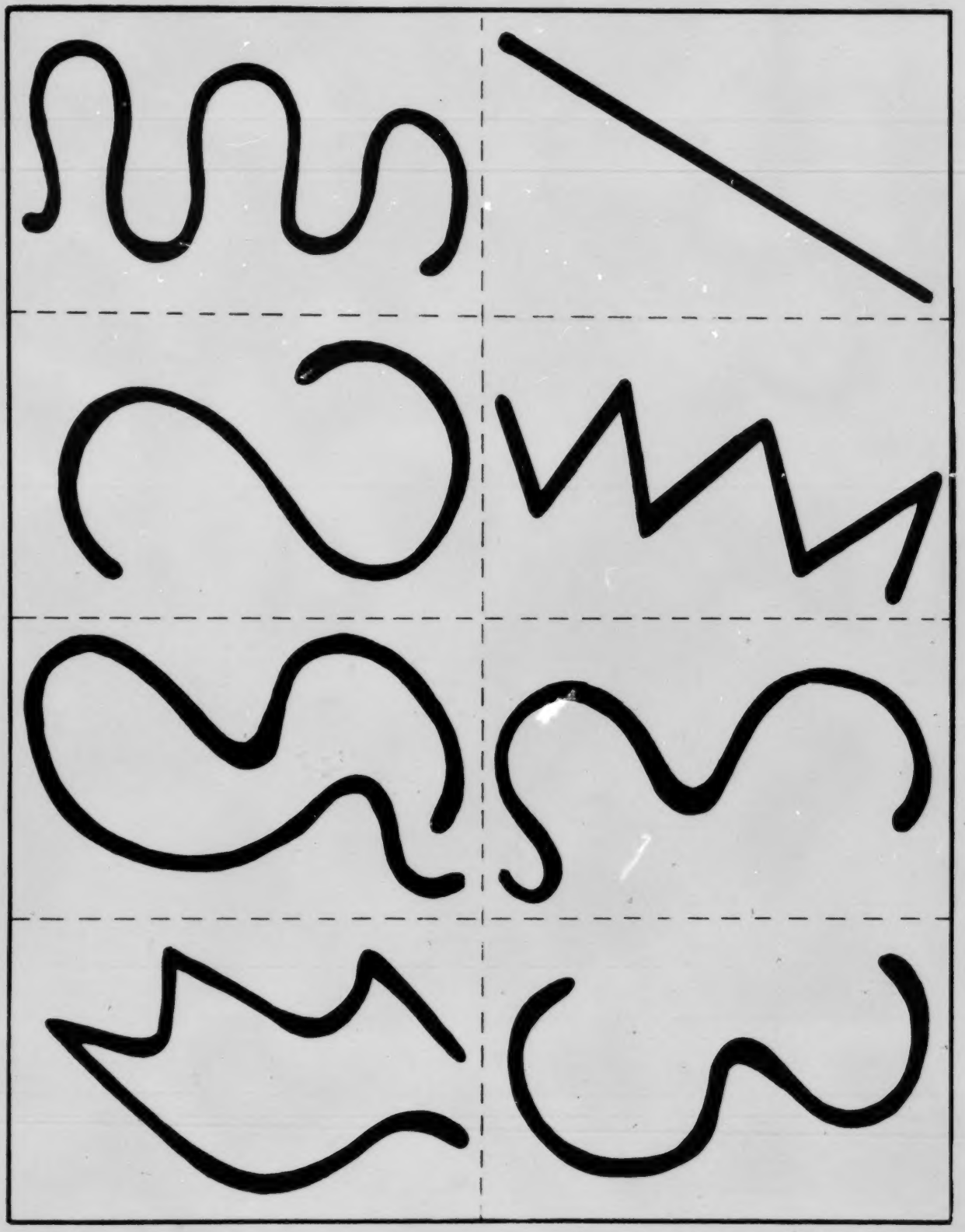

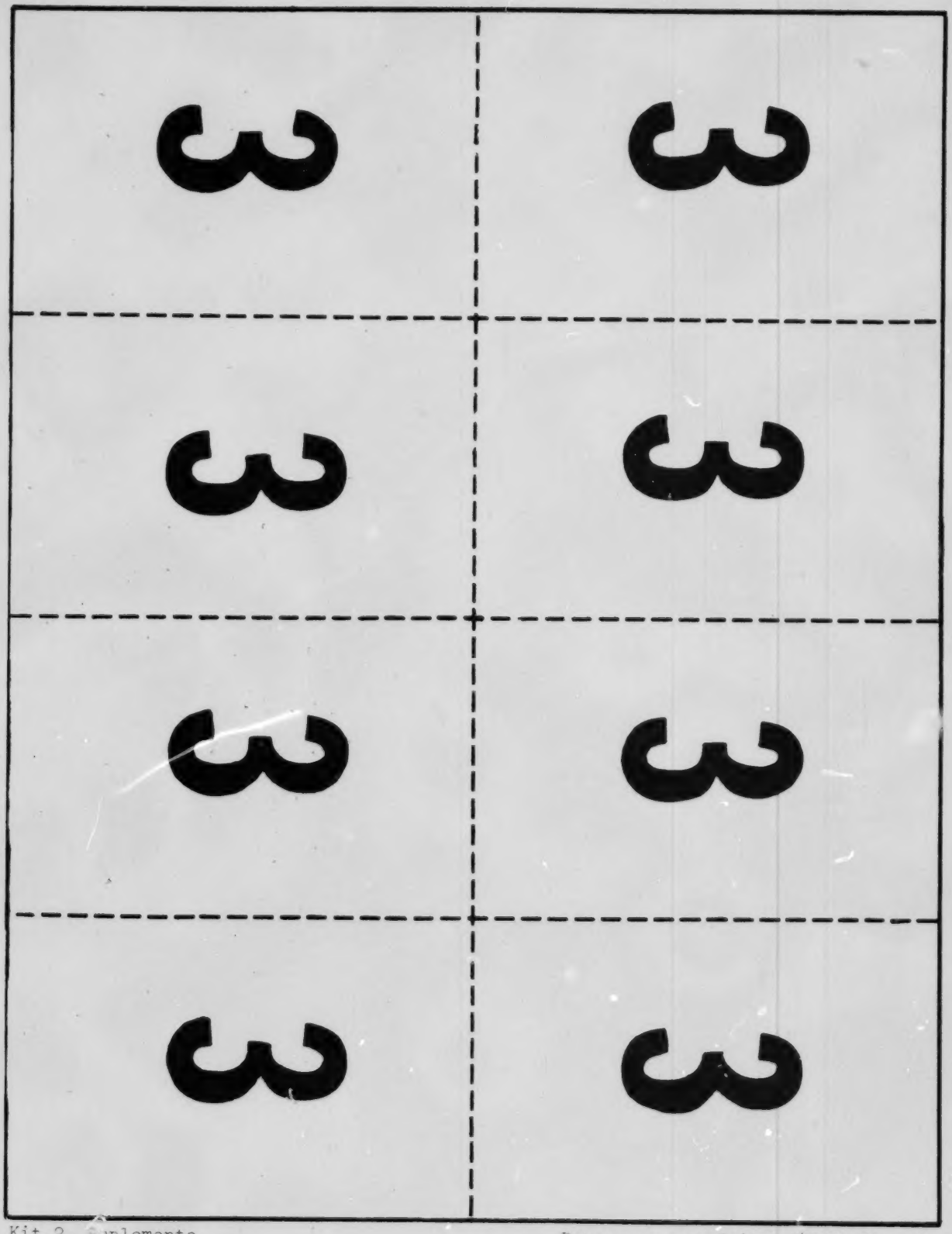
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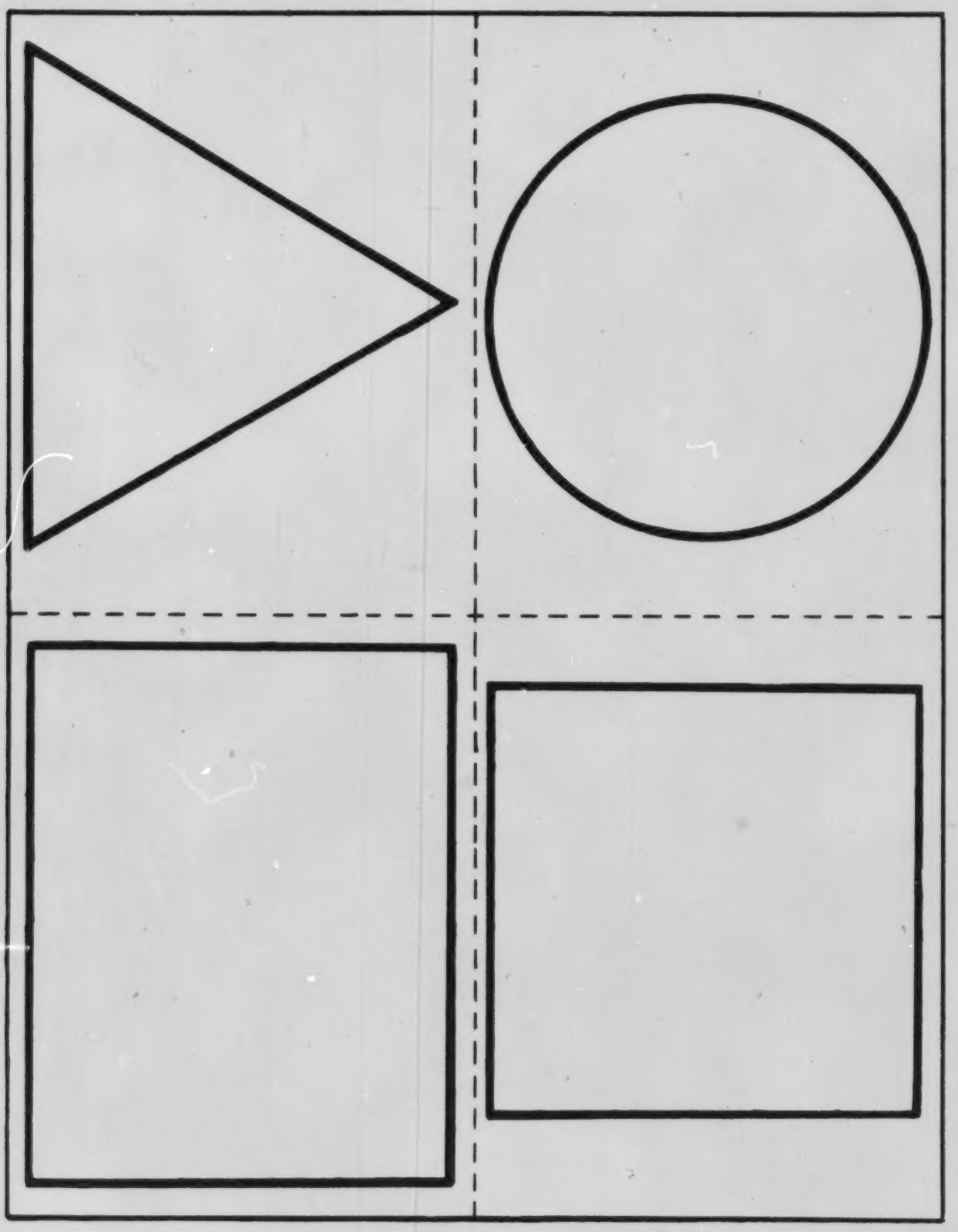

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Para usar con Science/Math Strand

Kit 2, Suplemento

KIT 3

(Pages 12-33)

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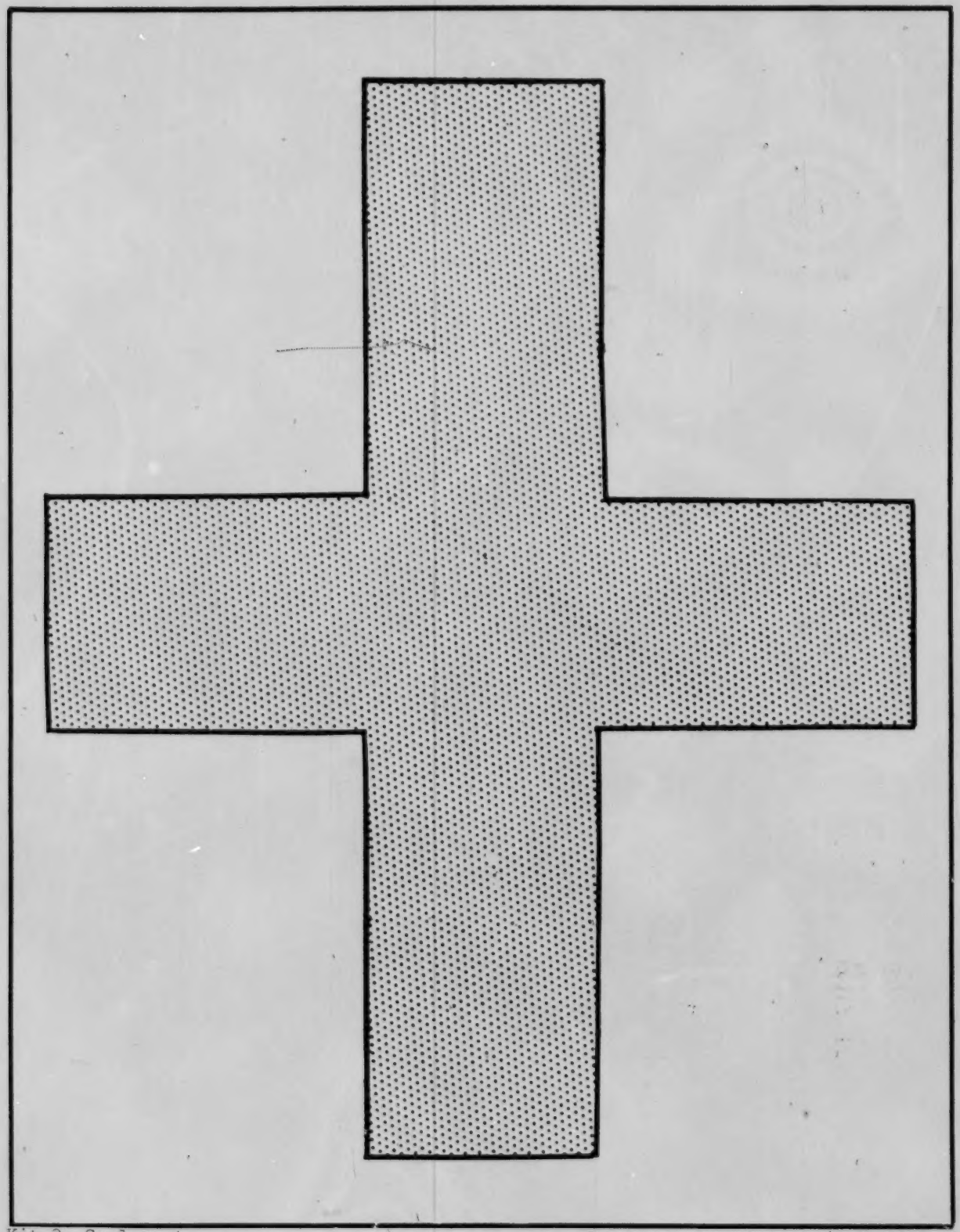
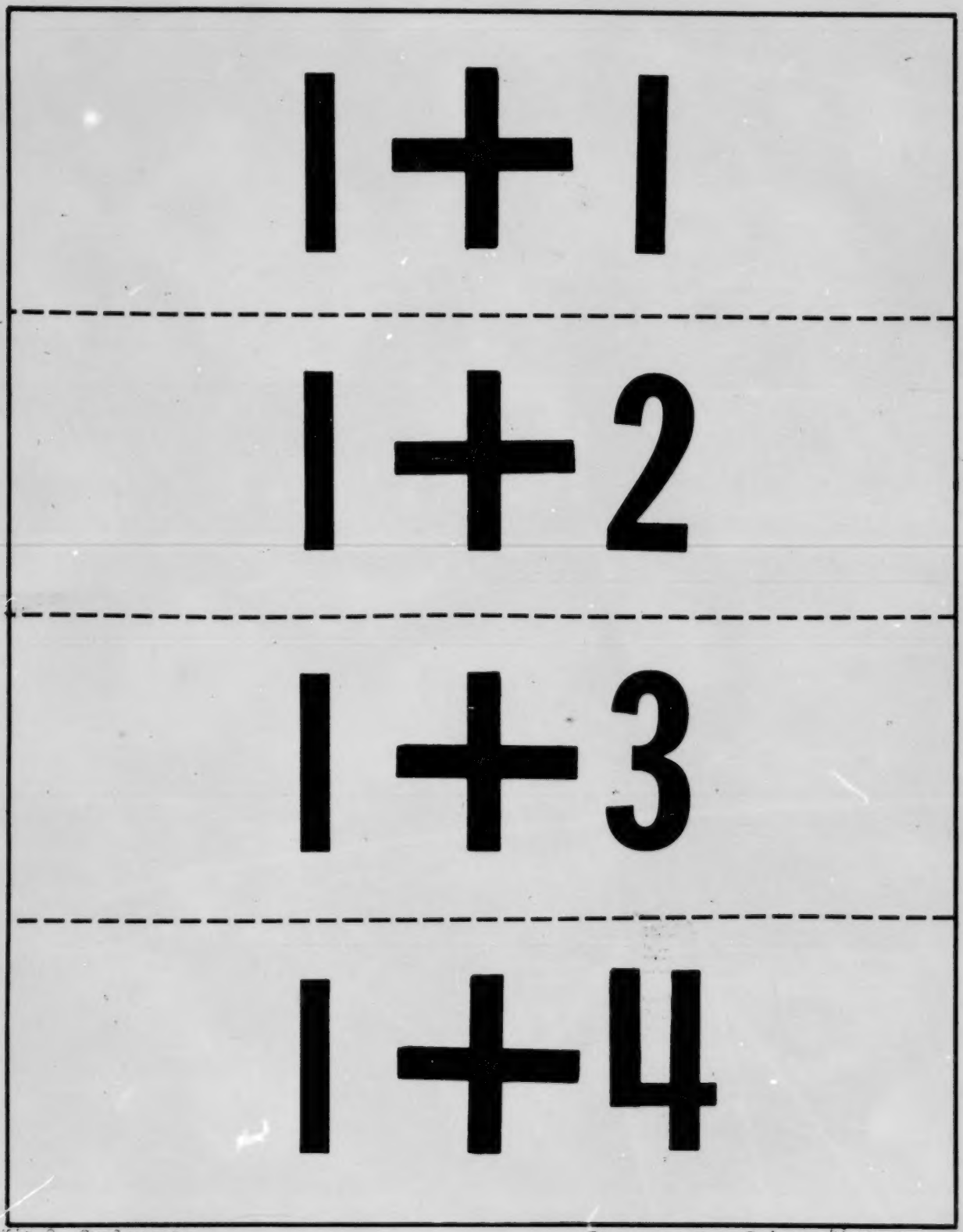
Para usar con Science/Math Strand

Kit 3, Suplemento





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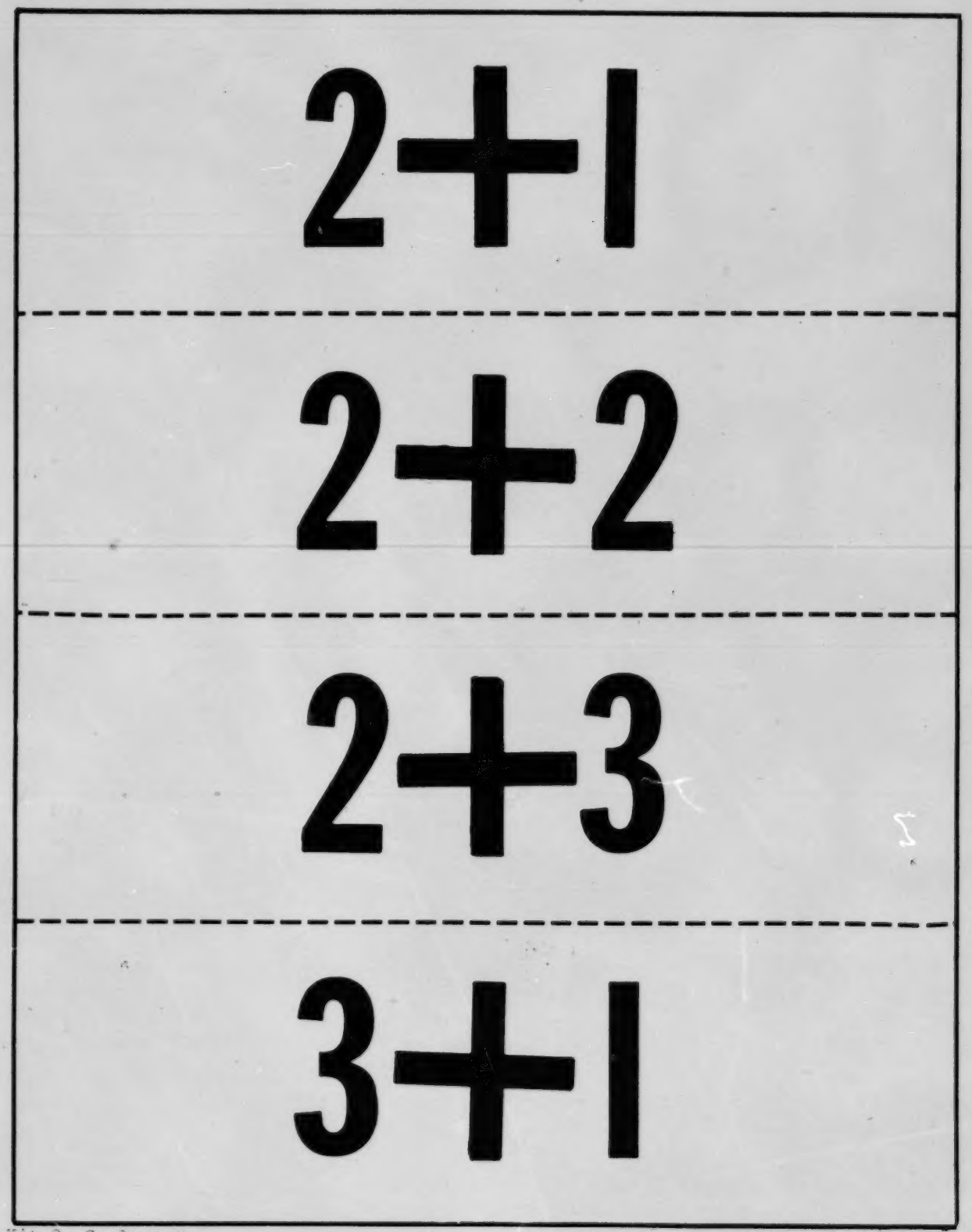

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4+1

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5−2

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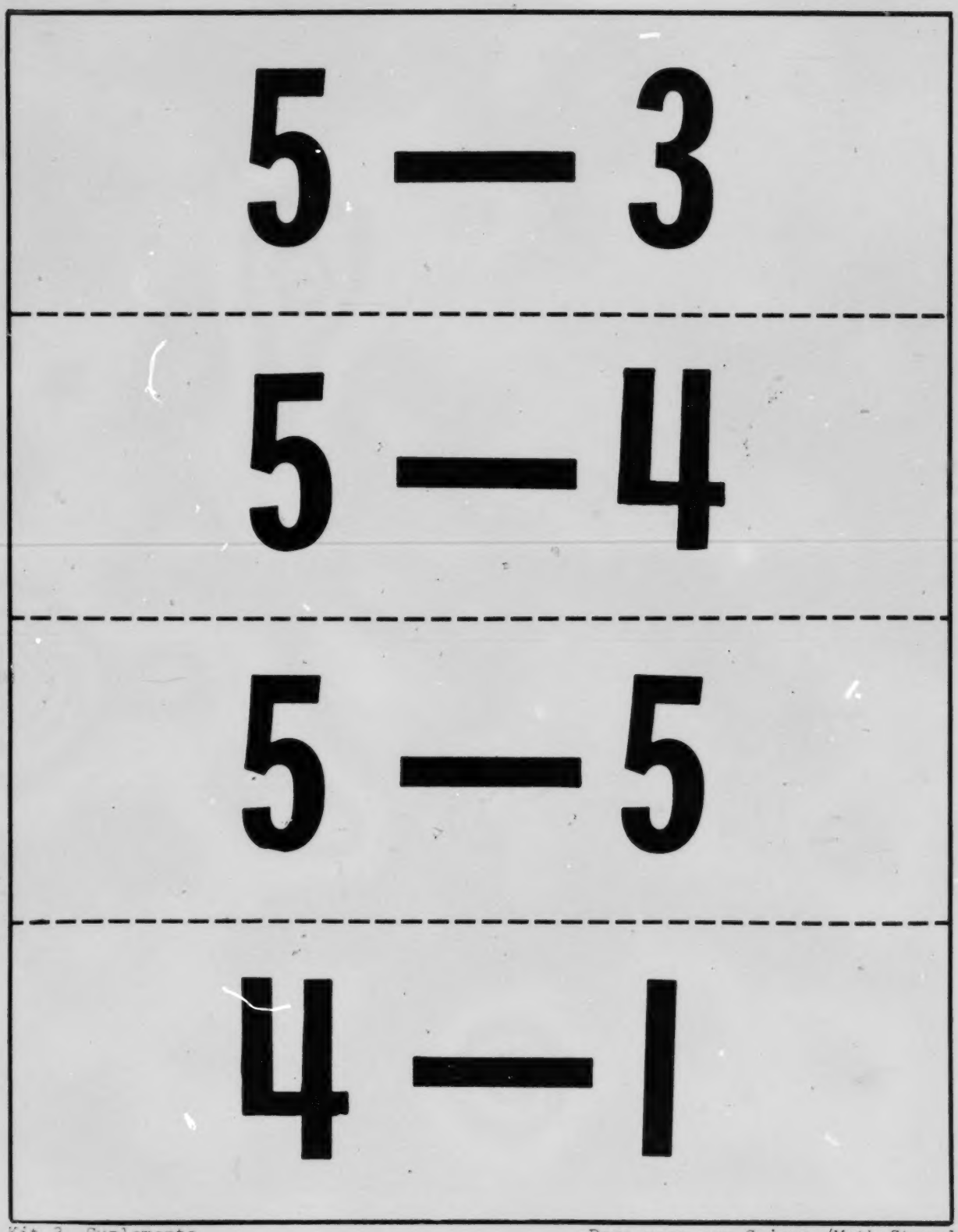

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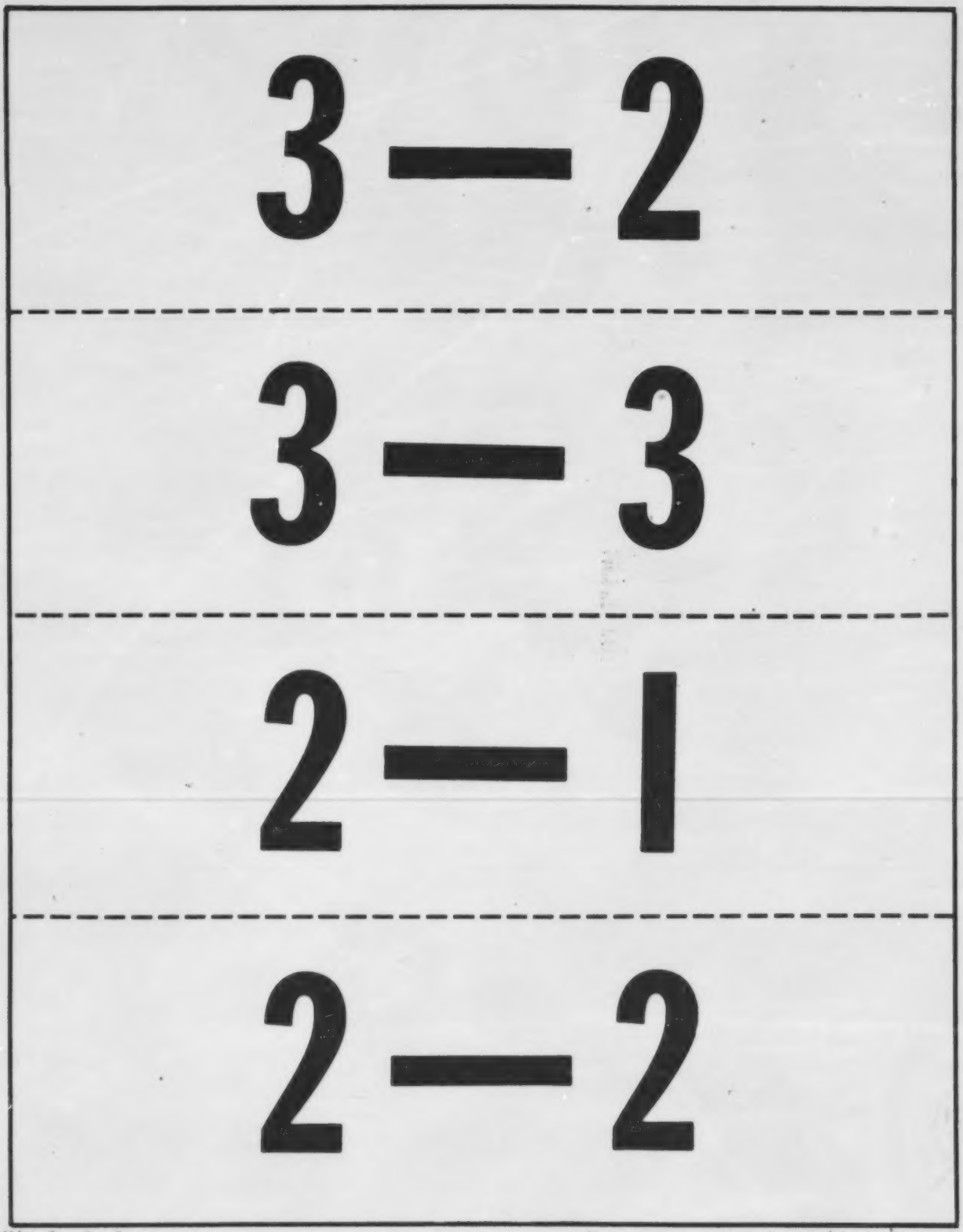

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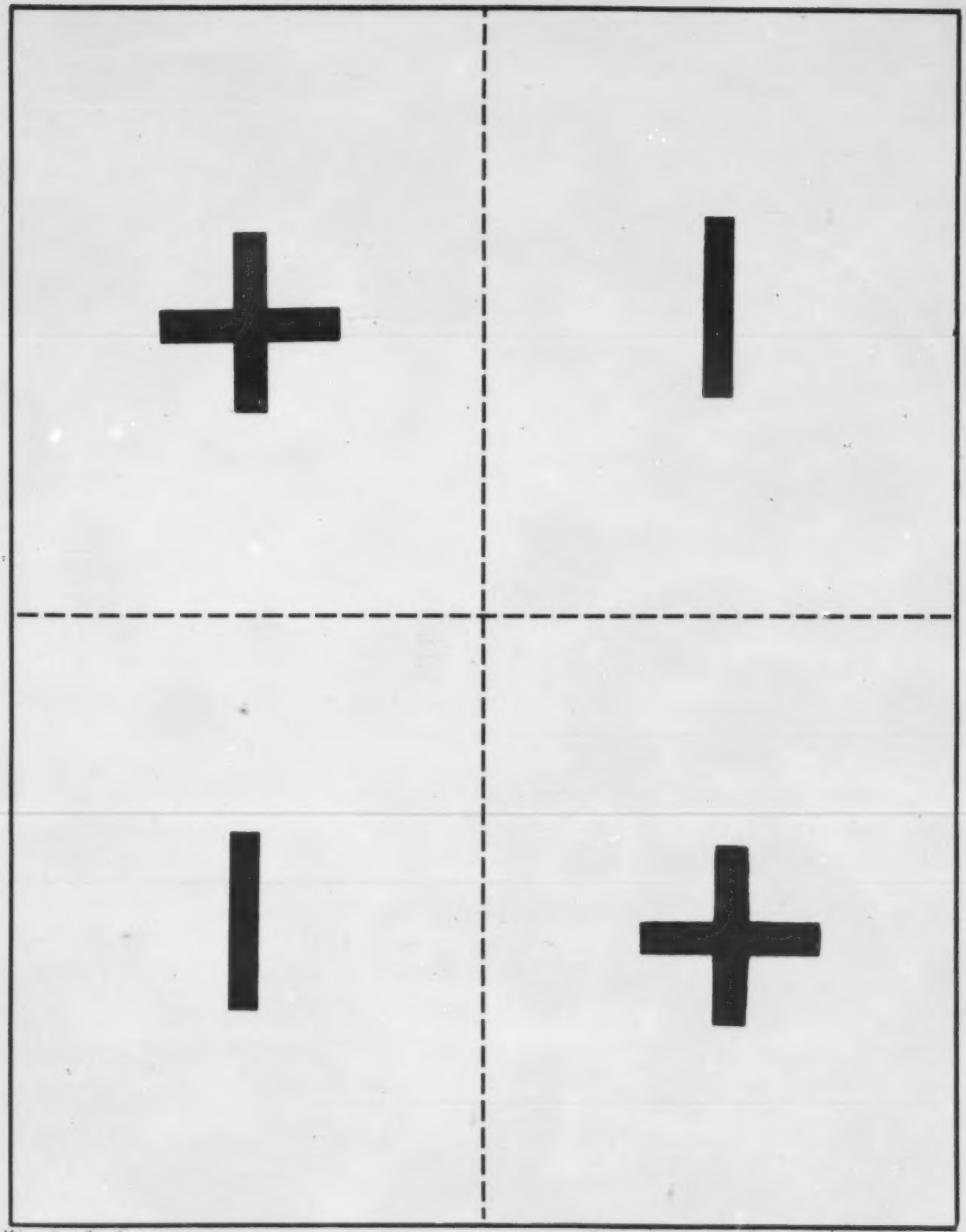
1	2	3	4	5

Para usar con Science/Math Strand

Kit 3, Suplemento



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0	1	2	3
4	5	6	

Para usar con Science/Math Strand

Kit 3, Suplemento

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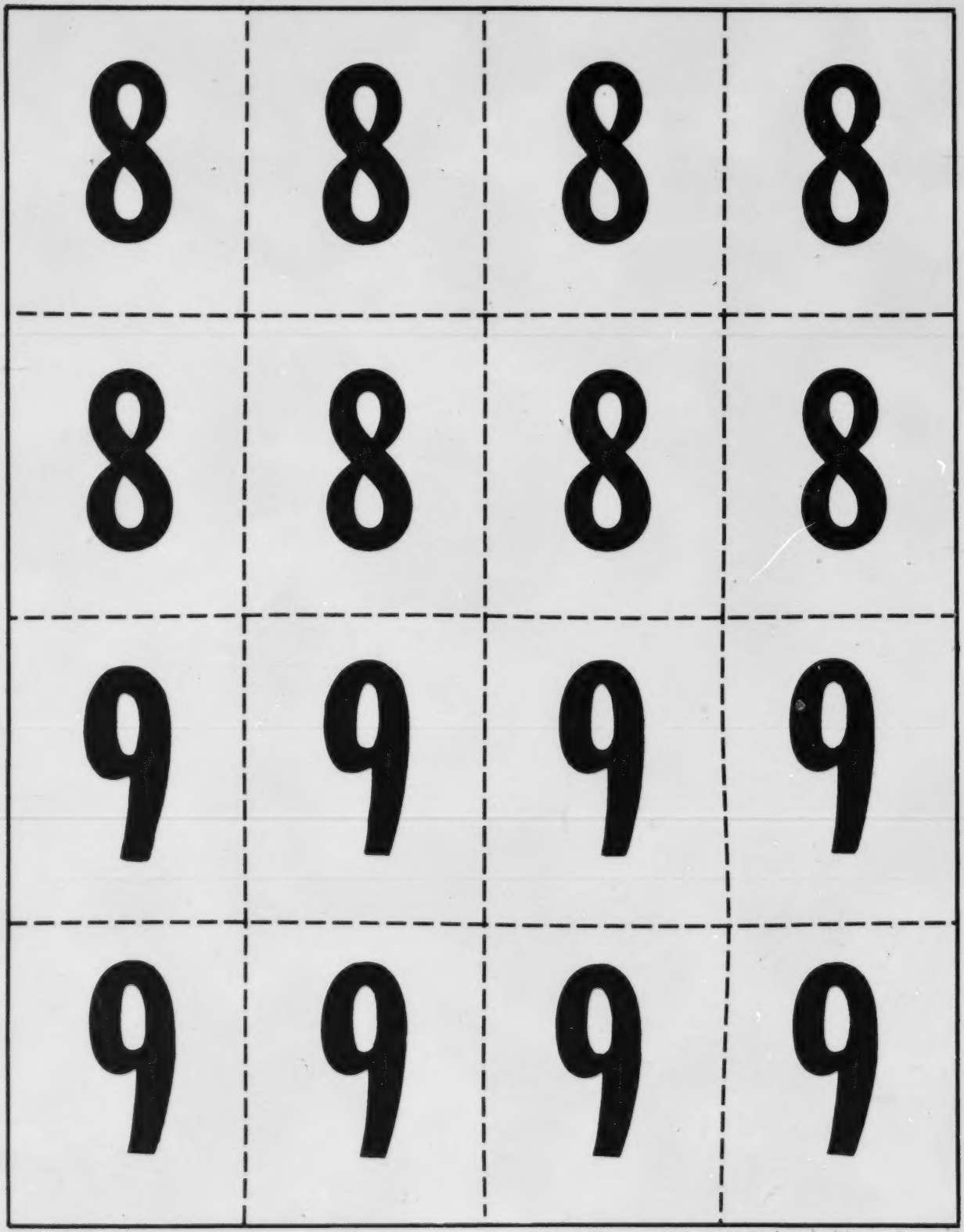
0	1	2	3
4	5	6	7

Para usar con Science/Math Strand

Kit 3, Suplemento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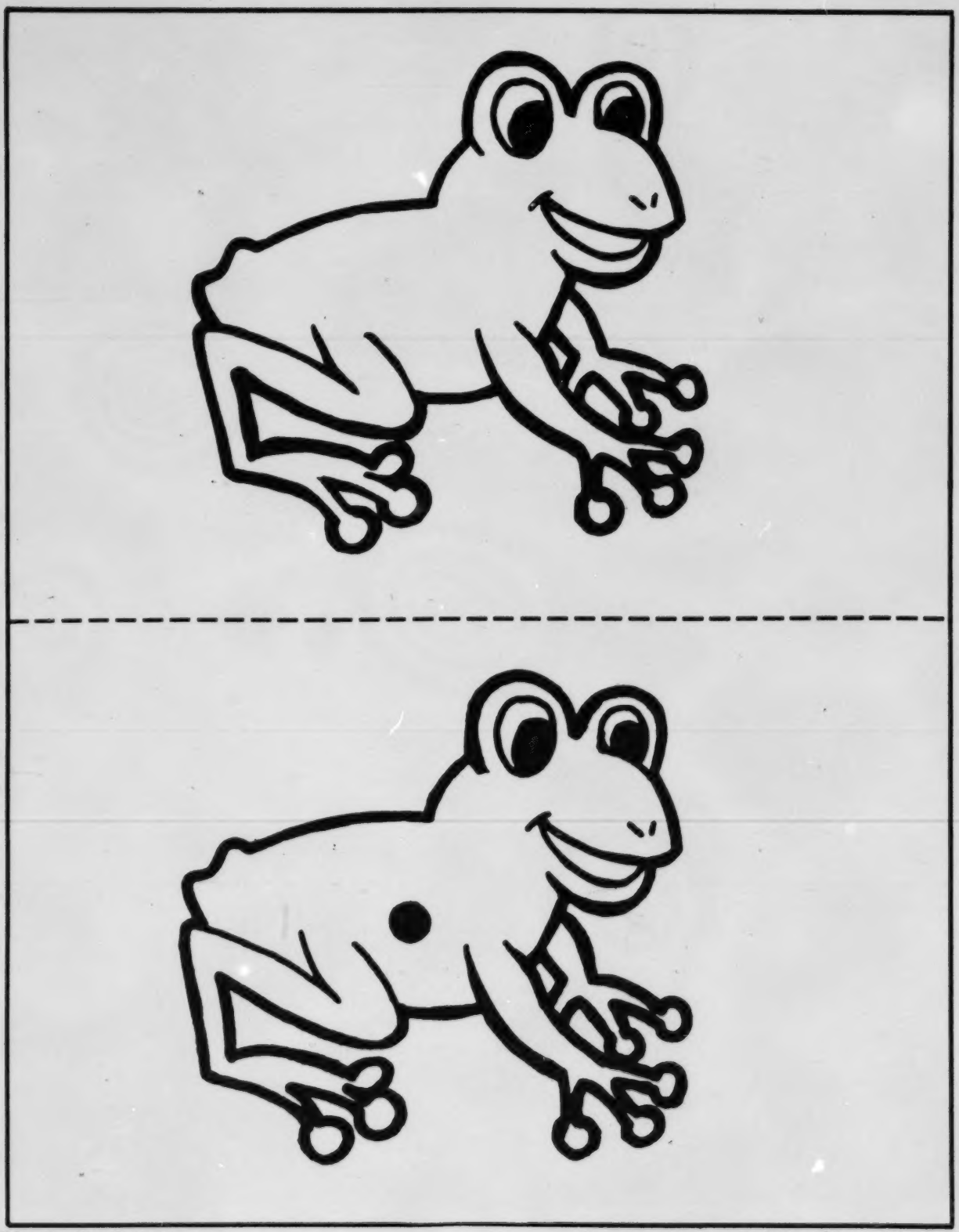

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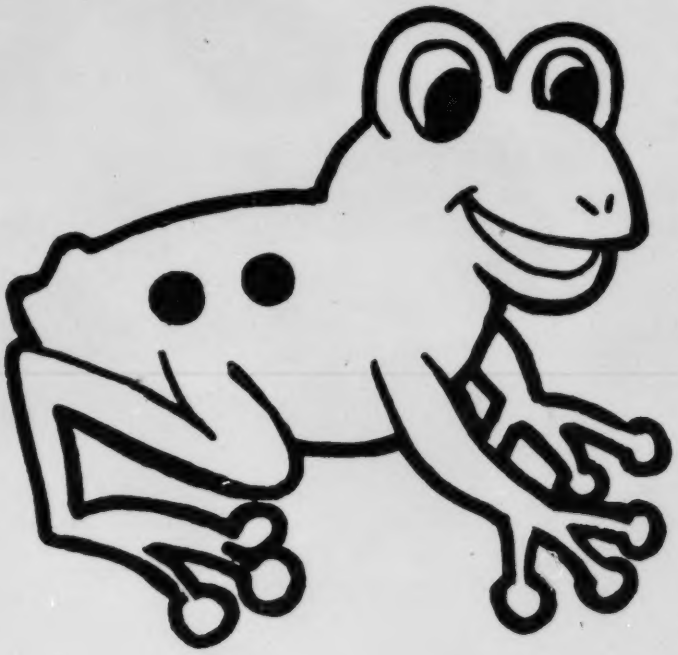

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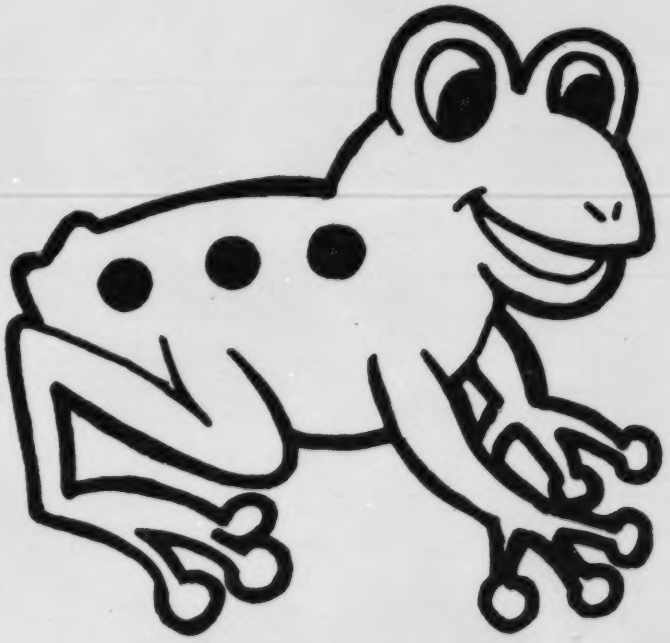

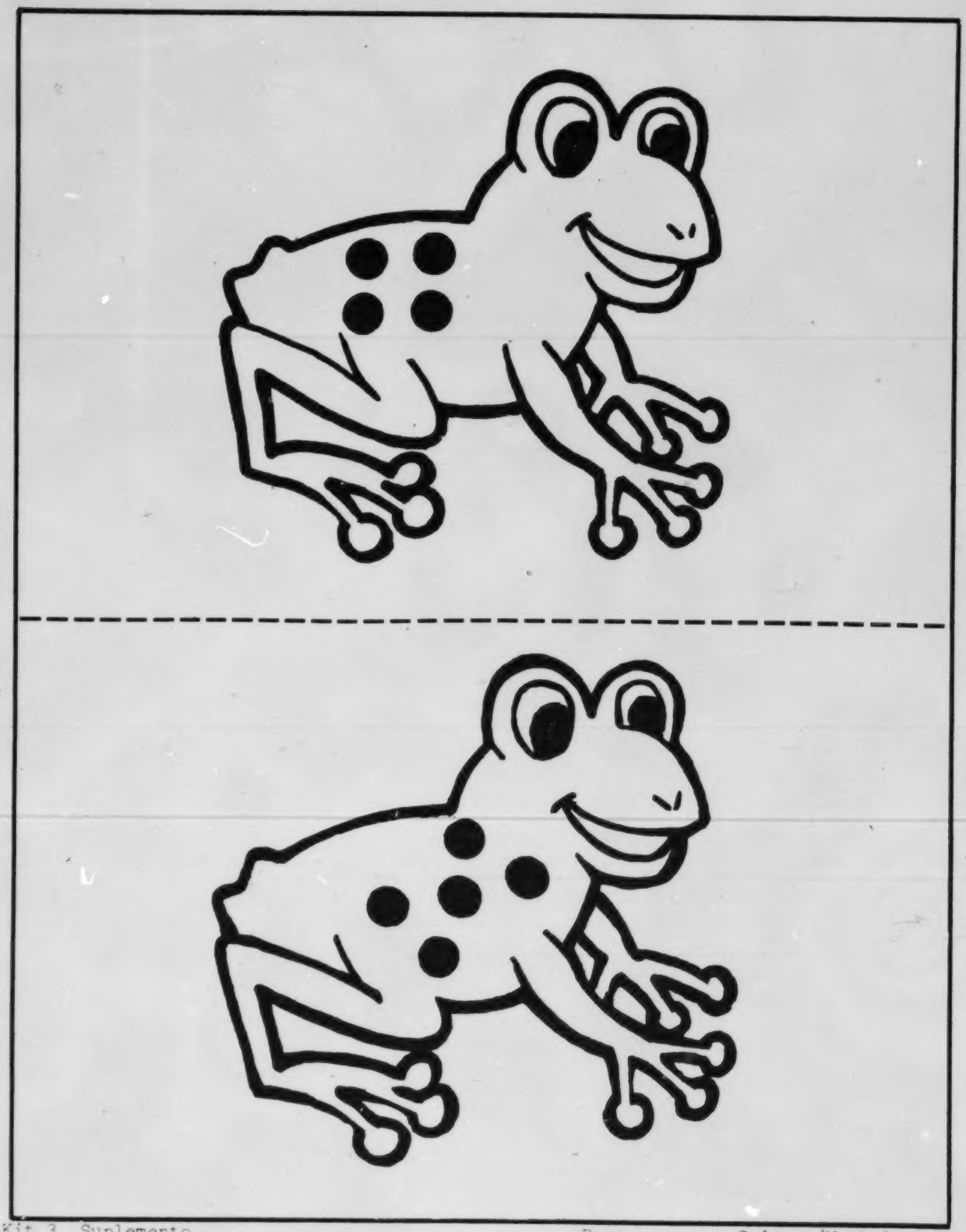

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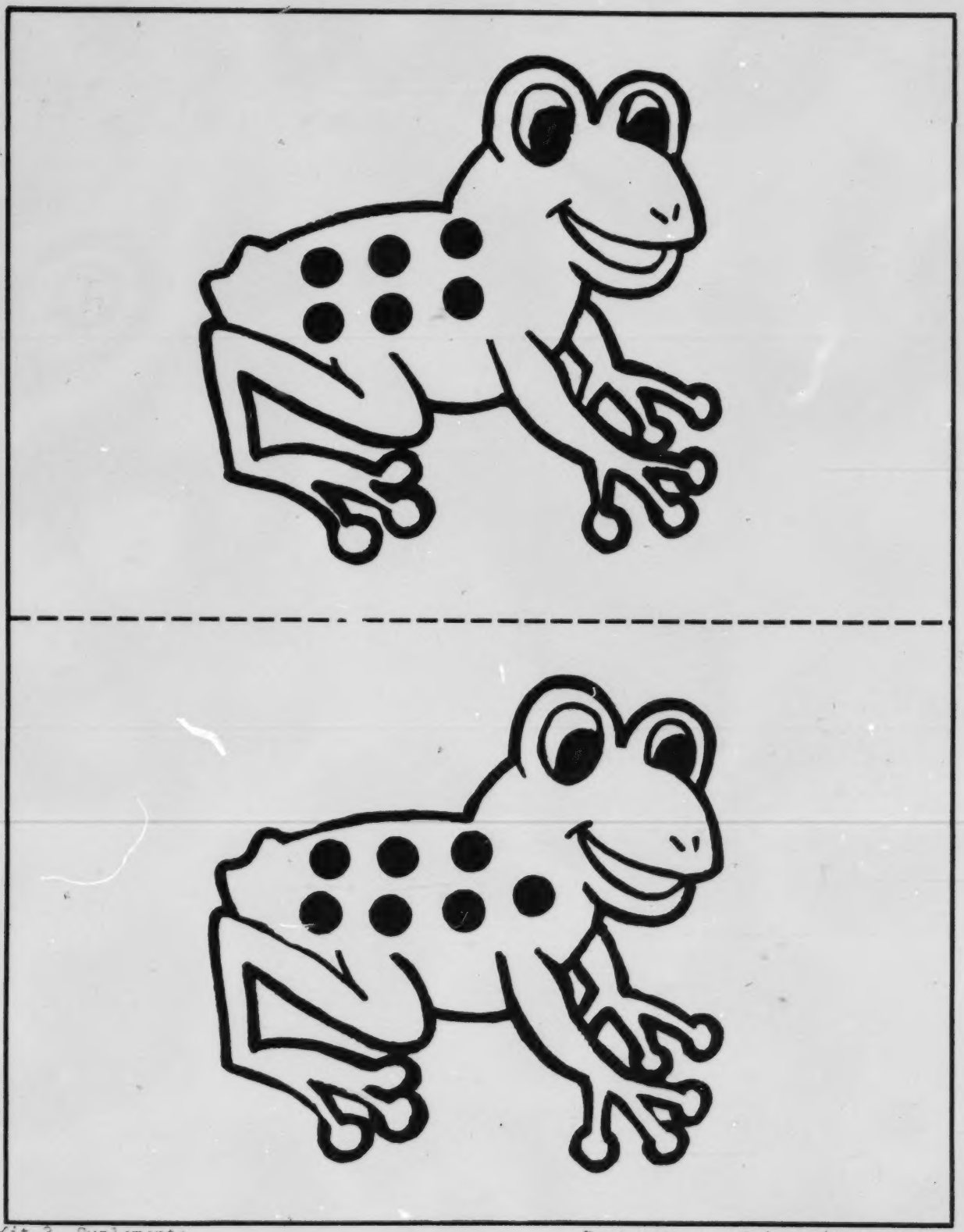

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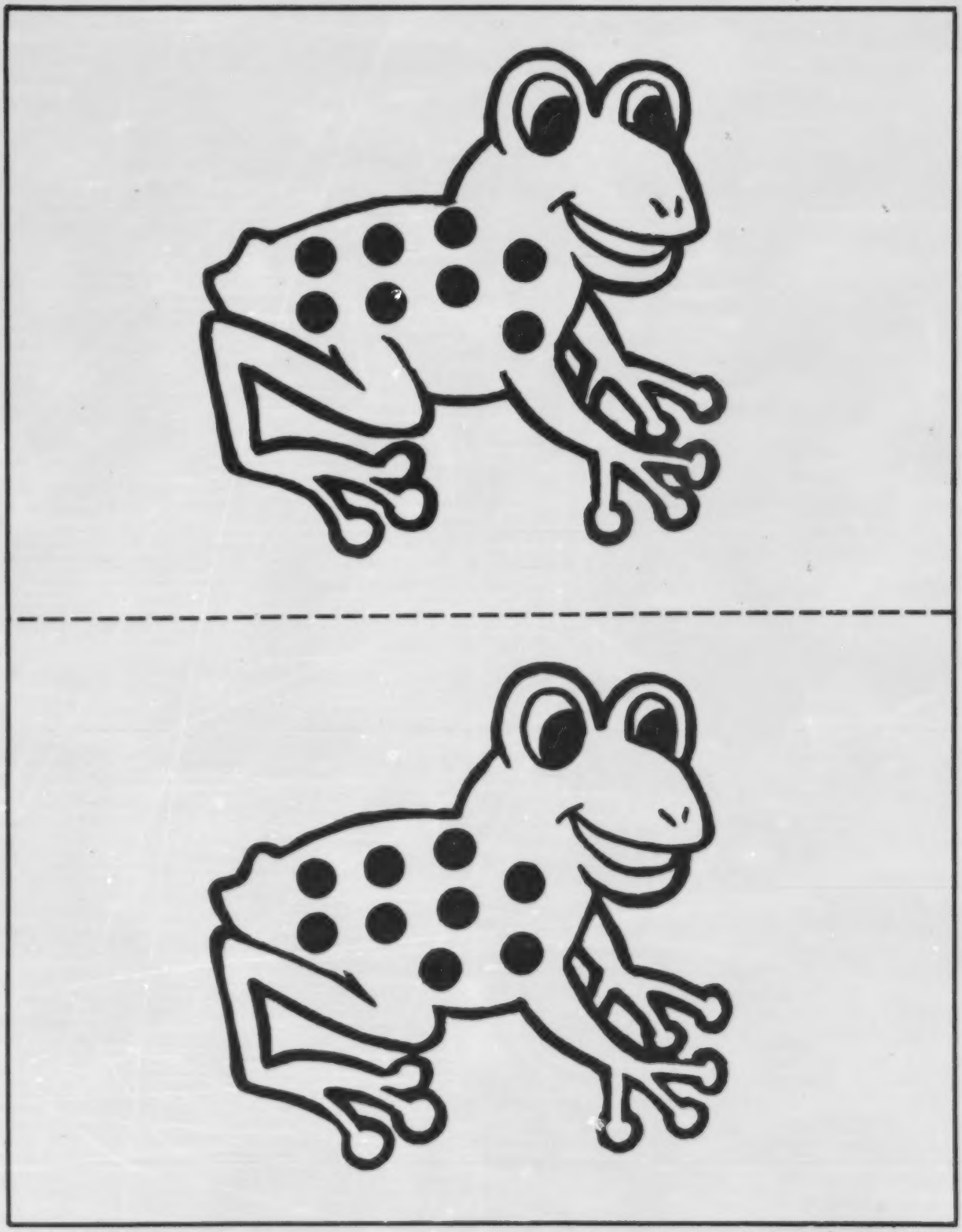

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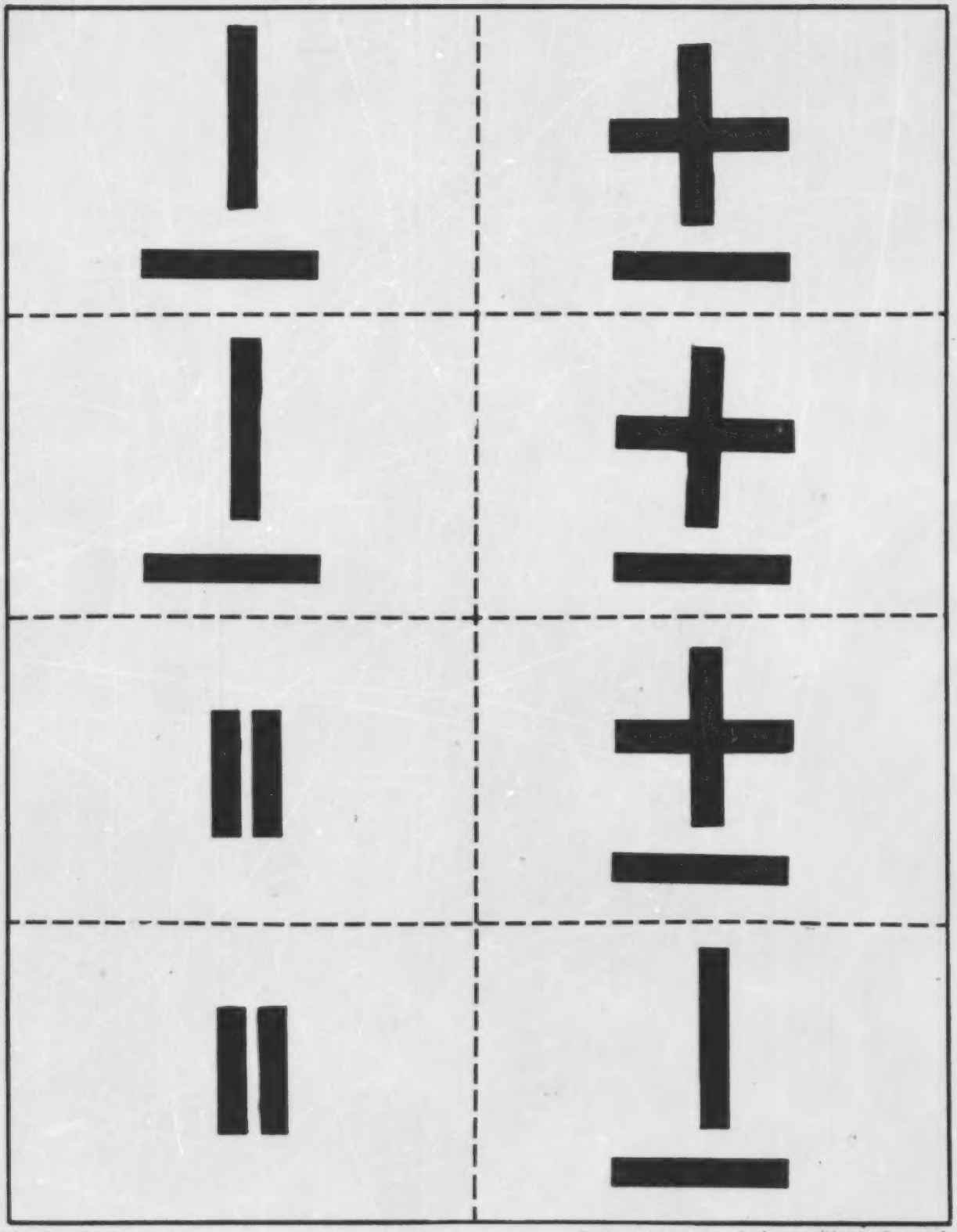
Para usar con Science/Math Strand

Kit 3, Suplemento



KIT 4

(Pages 34-53)

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Córtese por la línea de puntos

Córtese por la línea de puntos

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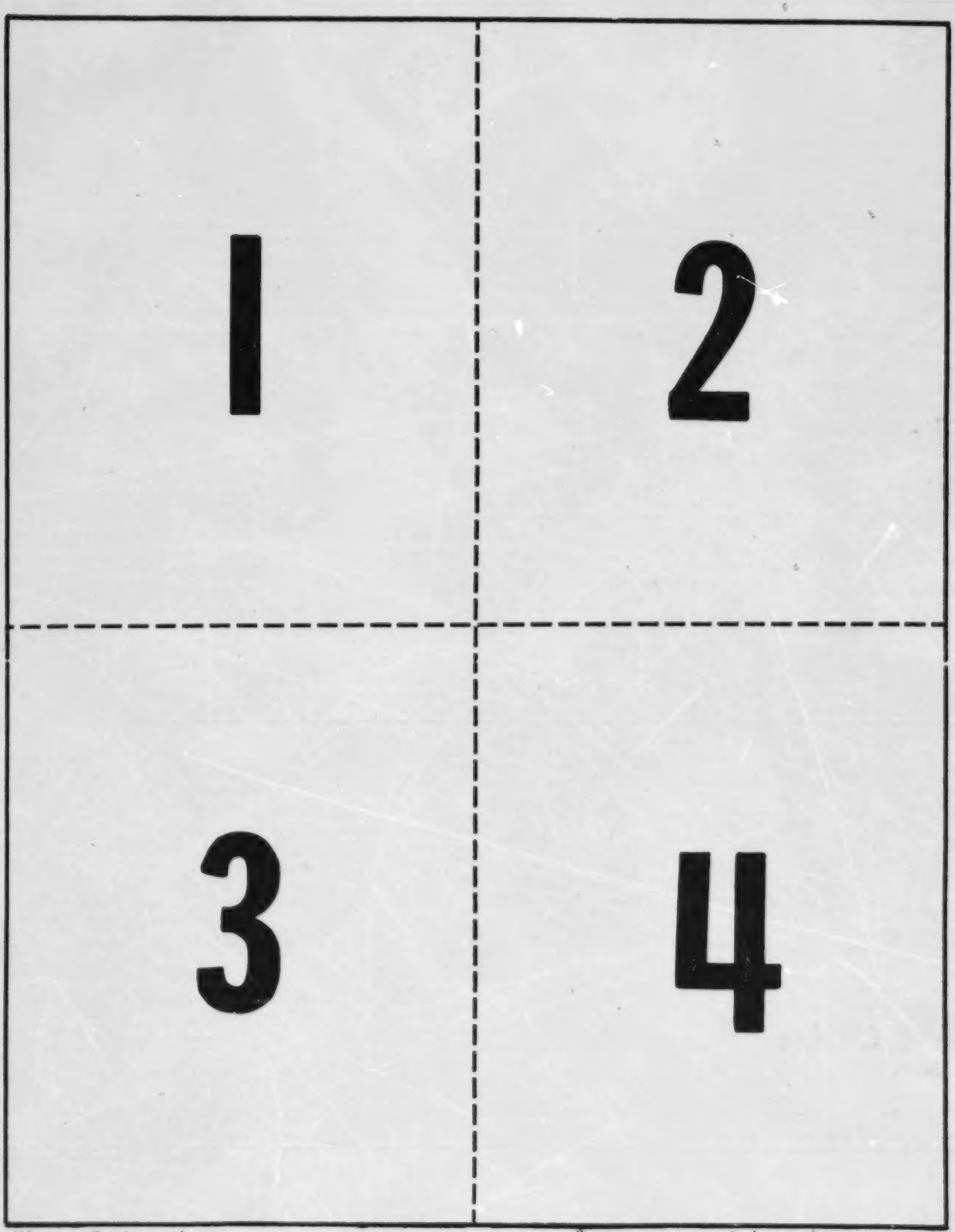

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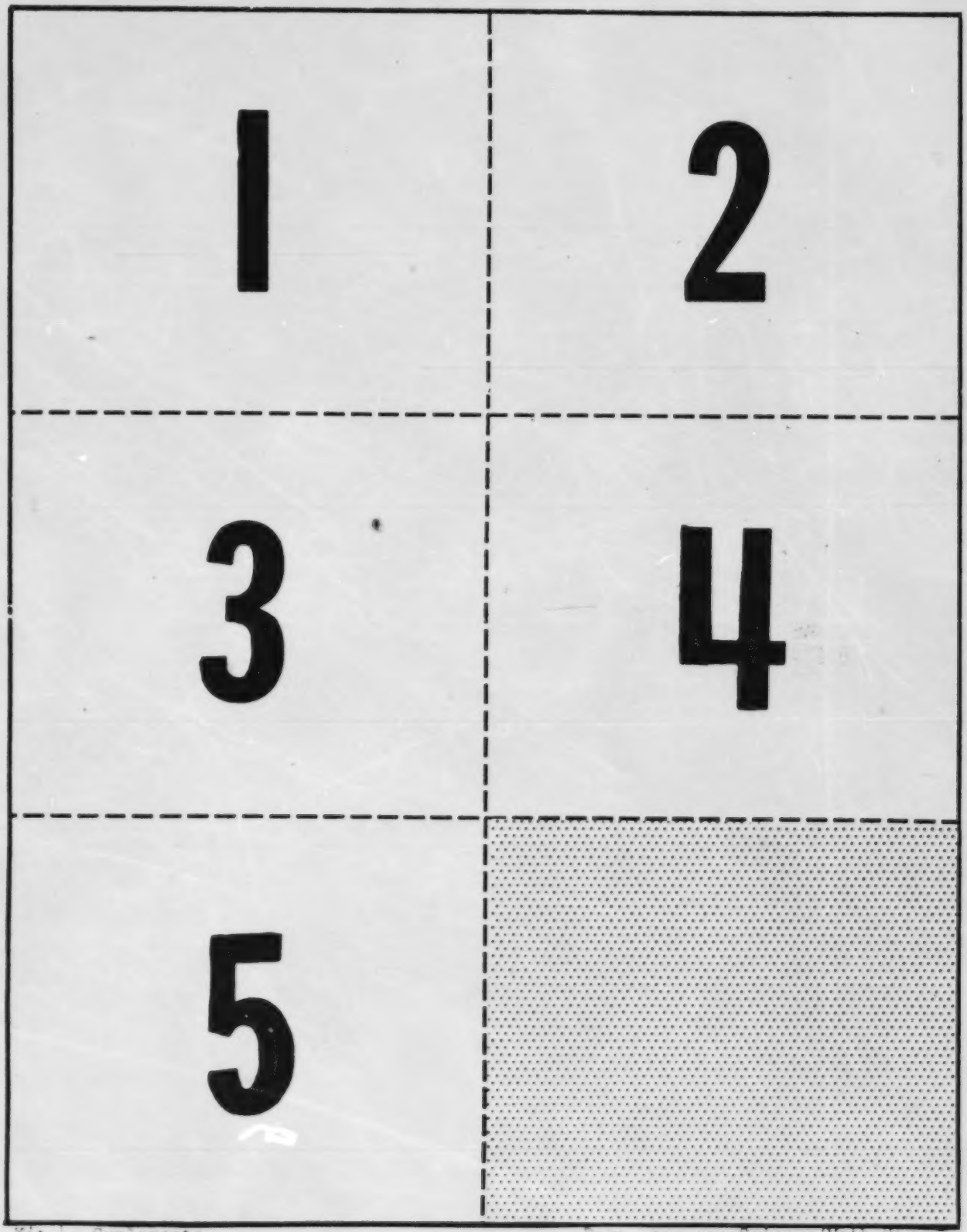
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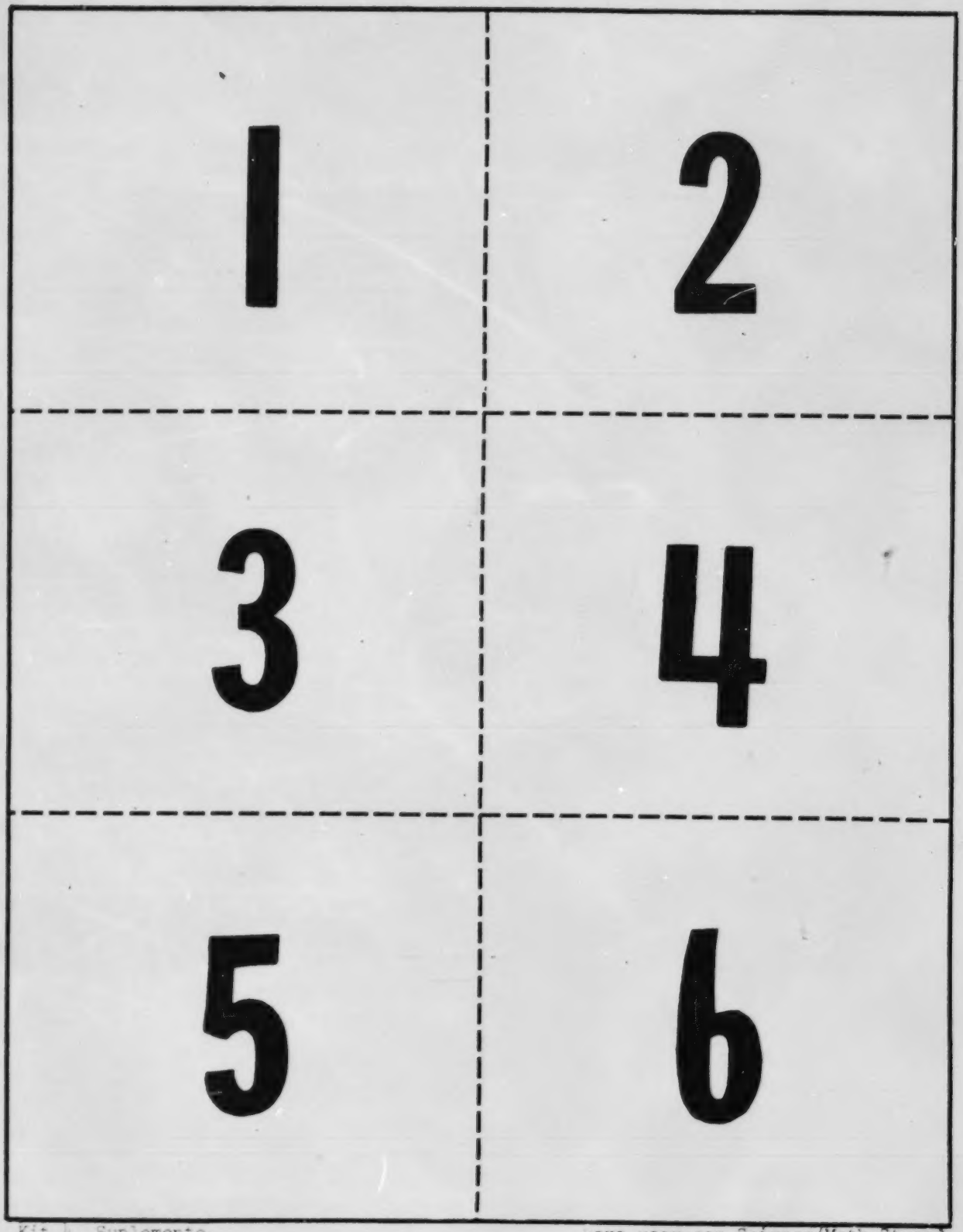
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Para usar con Science/Math Strand

Kit 4, Suplemento

1	2	3	4
5	6	7	8

Para usar con Science/Math Strand

Kit 4, Suplemento

1	2	3	4
5	6	7	8

Para usar con Science/Math Strand

Kit 4, Suplemento

6 − 0	6 − 1
6 − 2	6 − 3
6 − 4	6 − 5

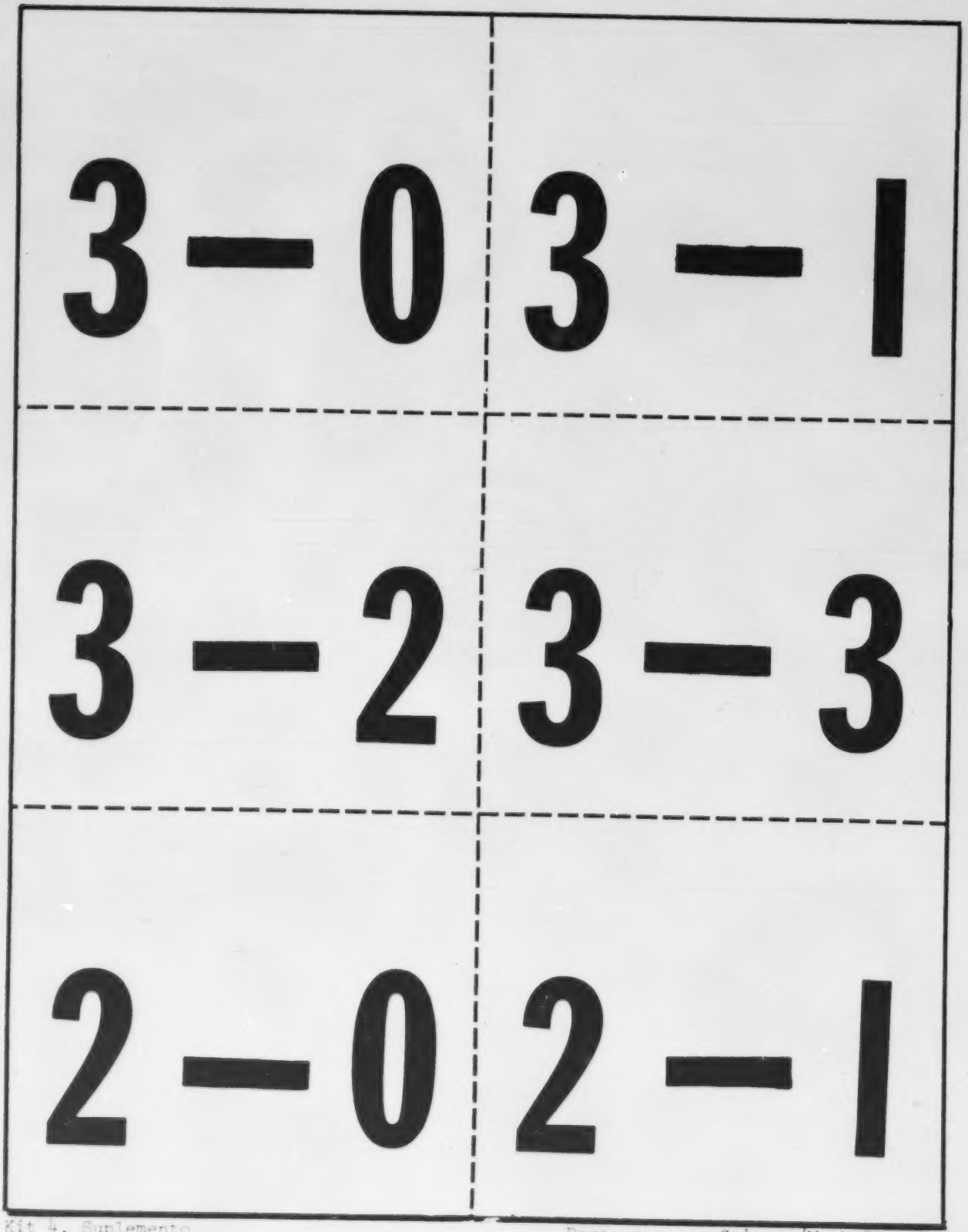
1 − 5	2 + 4
3 + 3	4 + 2
5 + 1	6 + 0

0+6	1+4
2+3	3+2
4+1	5+0

0+5	1+3
2+2	3+1
4+0	0+4

1+2	2+1
3+0	0+3
1+1	0+0

2 − 2	1 − 0
1 − 1	0 − 0
1 + 0	0 + 1


3 − 0
3 − 1
3 − 2
3 − 3
2 − 0
2 − 1

5 — 5	4 — 0
4 — 1	4 — 2
4 — 3	4 — 4

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6 — 6	5 — 0
5 — 1	5 — 2
5 — 3	5 — 4

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UNIT 1 KITS 1-4

SCIENCE/MATH STRAND

DITTO PACKET

DISSEMINATION AND ASSESSMENT
CENTER FOR BILINGUAL EDUCATION
6504 TRACOR LANE
AUSTIN, TEXAS

Spanish Curricula Development Center
MIAMI, FLORIDA

PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción del SCDC, a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instrucción de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Conjunto de dittos revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, el Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Conjunto de dittos revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E, in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level, and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Ditto Packet incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban background, as well as children representing a wide range of other Spanish-background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions.

It is our hope that schools using the revised Ditto Packet will contribute to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

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INTRODUCCIÓN

Este Conjunto de dittos revisado contiene los modelos de las copias maestras para hacer reproducciones múltiples de los materiales visuales y de las hojas de tareas individuales correspondientes a las actividades de los distintos hilos de instrucción y de evaluación. De este original el maestro puede hacer copias adicionales si así lo desea.

En general, las hojas de trabajos individuales serán presentadas bajo la supervisión del maestro y no como trabajos independientes.

En algunos casos el maestro puede encontrar que el refuerzo que ofrecen las copias maestras es insuficiente en cuyo caso puede preparar materiales adicionales. En otros casos, el maestro puede considerar que sus objetivos pueden alcanzarse con más eficacia en otras formas diferentes a las predeterminadas en las hojas de trabajo individuales.

INTRODUCTION

This revised Ditto Packet contains masters for making multiple copies of visuals and individual seatwork sheets for the different instructional strands and assessment activities. From this original master the teacher may make additional copies if he wishes.

By and large the worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks.

In some cases, the teacher may find that the reinforcement provided through the sheets here presented is insufficient and will wish to prepare additional practice materials. In other cases, the teacher may consider that his goals can be achieved most effectively in ways other than those implied by predetermined worksheets for each pupil.

Gladys G. Rodríguez
Chairman, Kit Manufacture

Rose L. Nash
Artist/Illustrator

KIT 1

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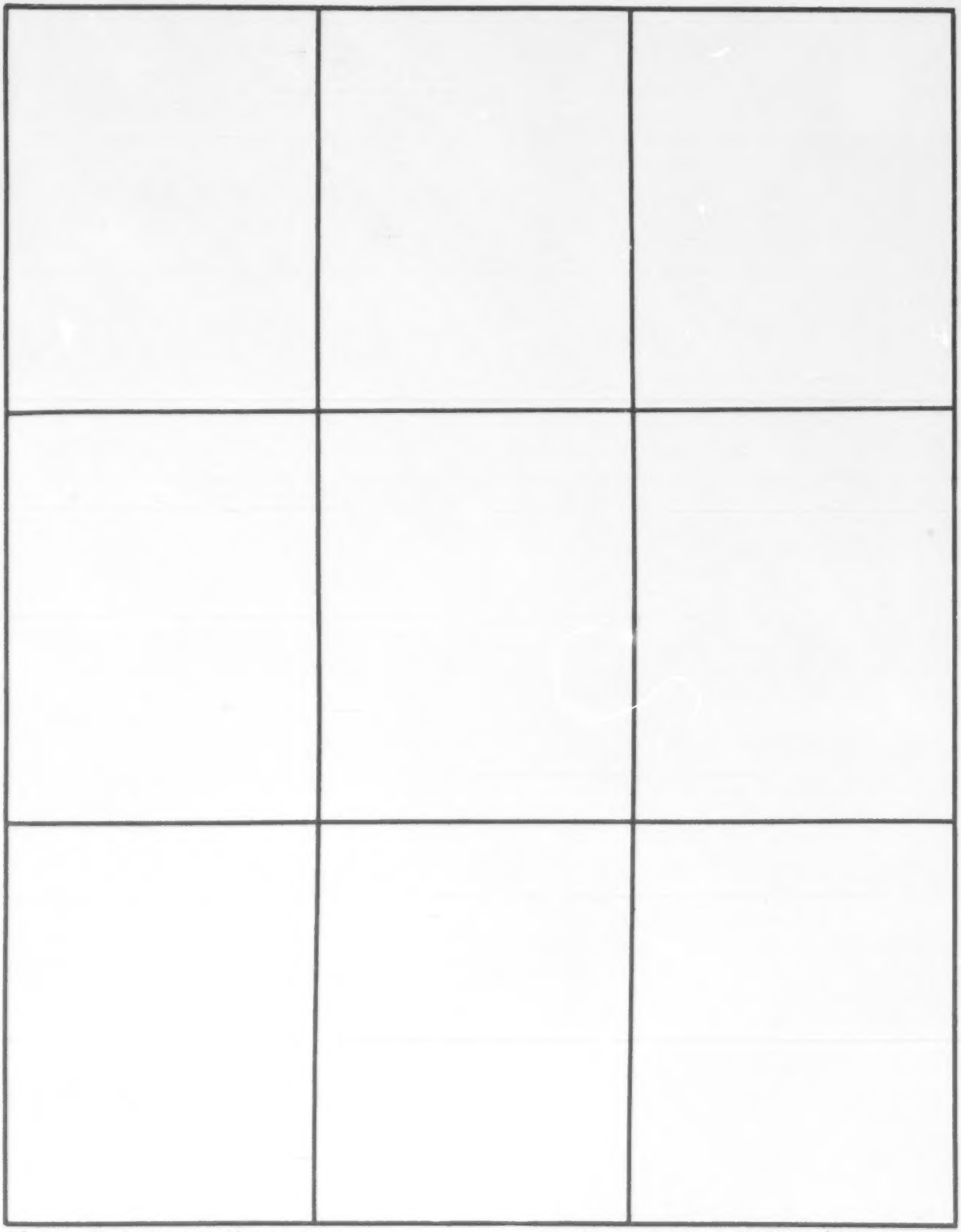

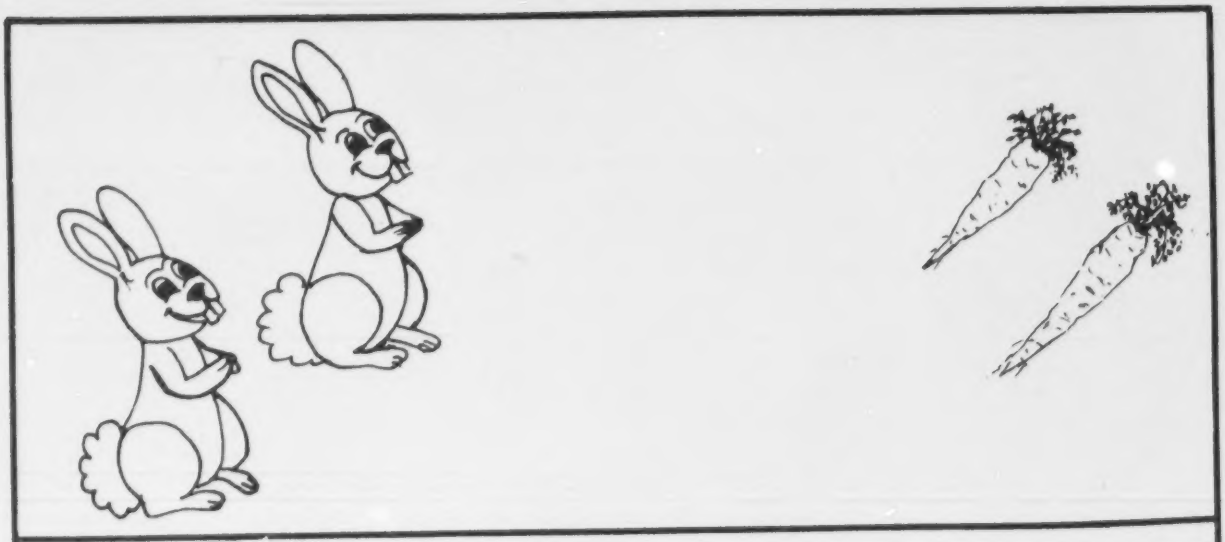

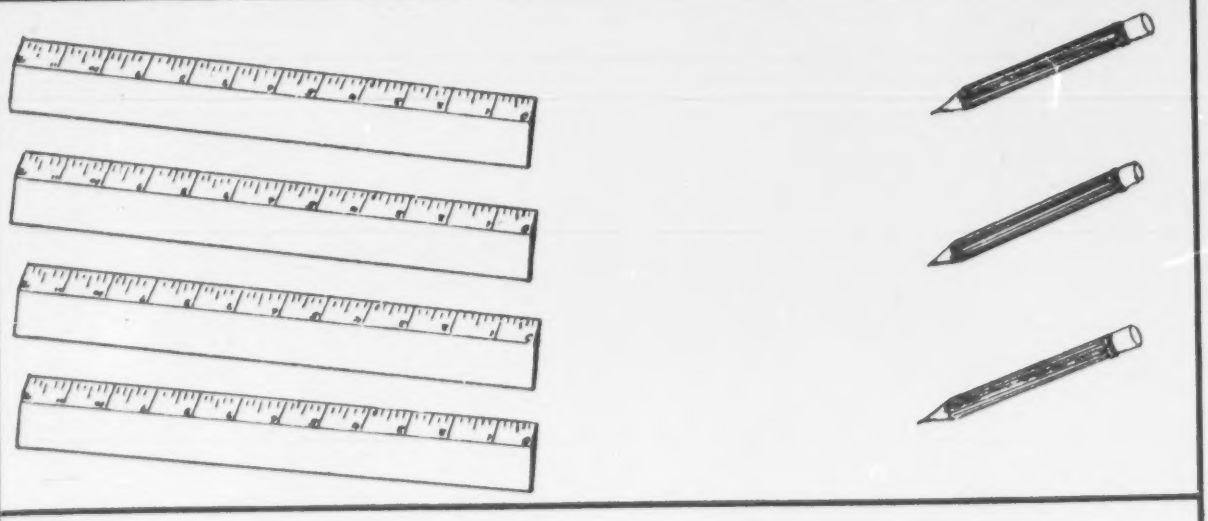

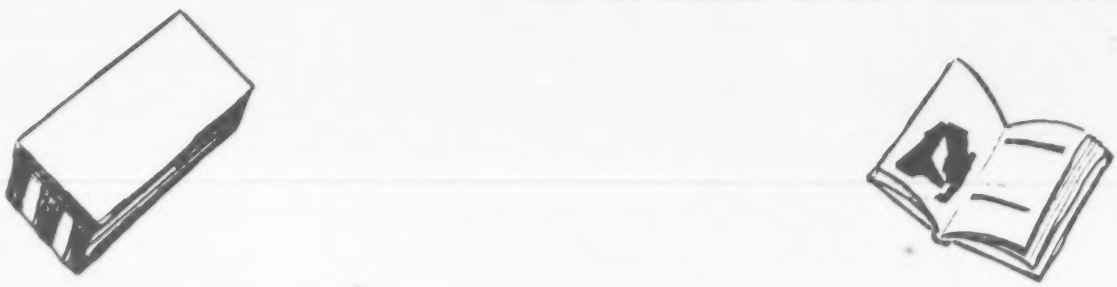

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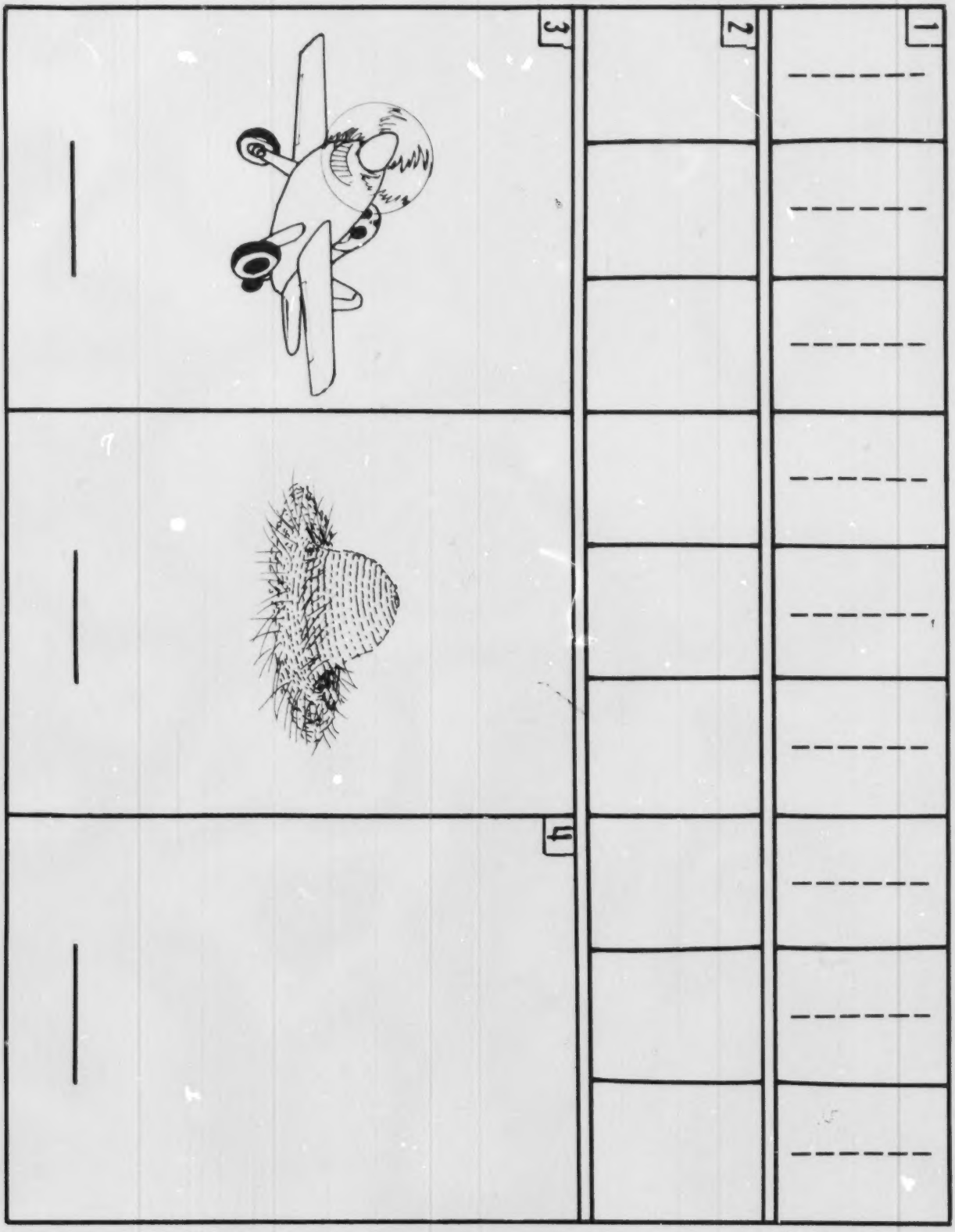
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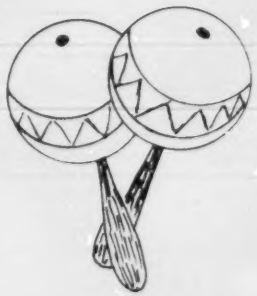

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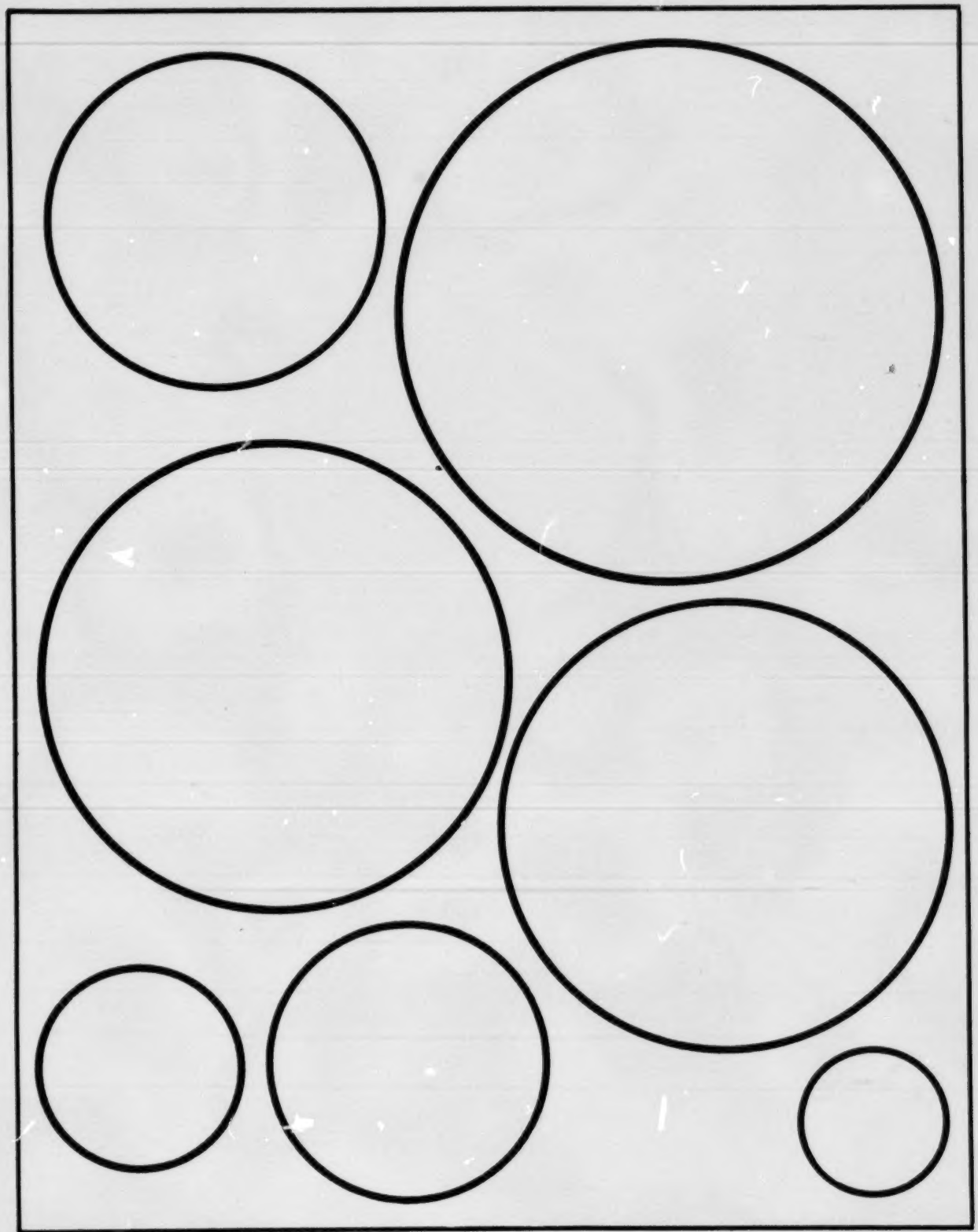

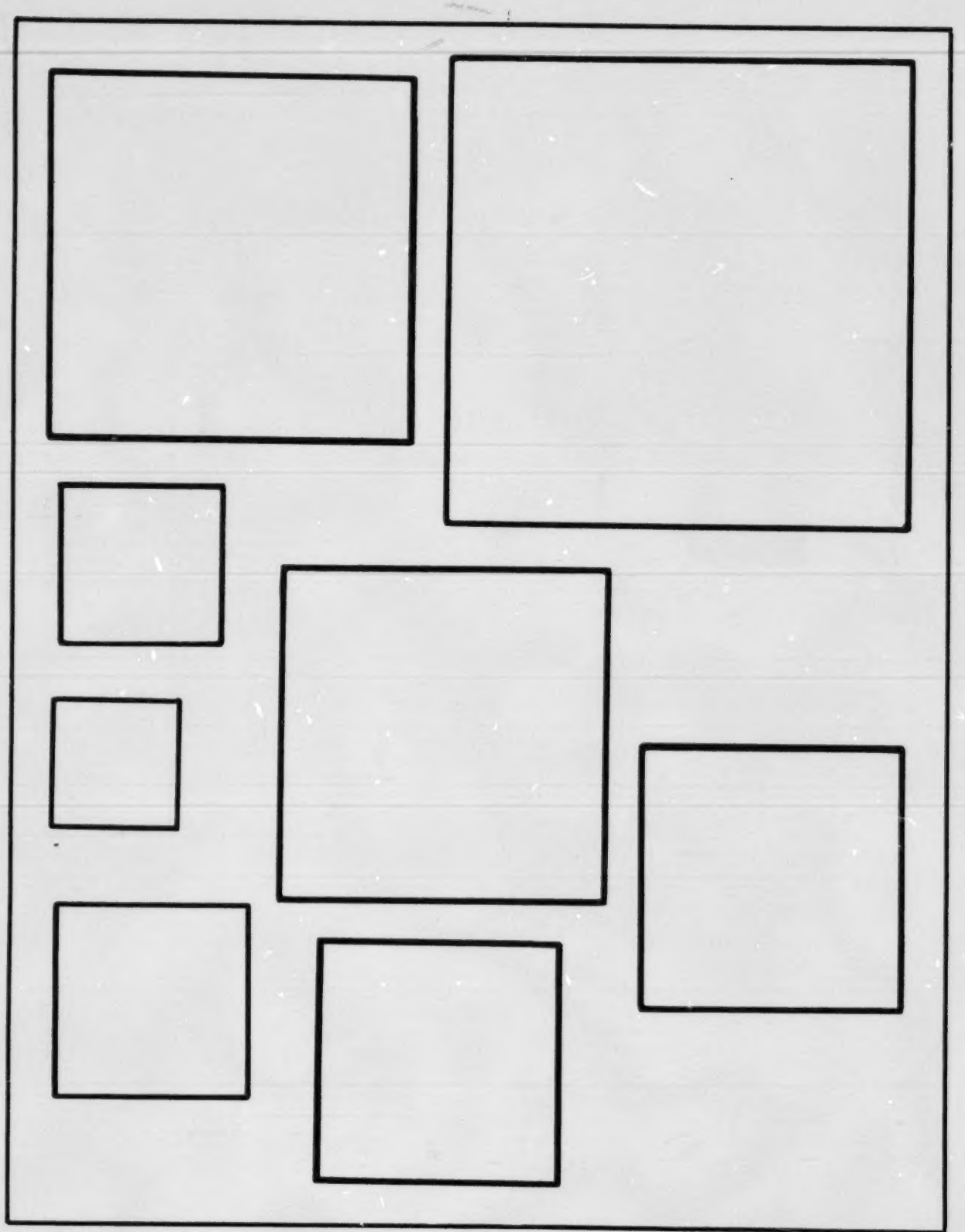

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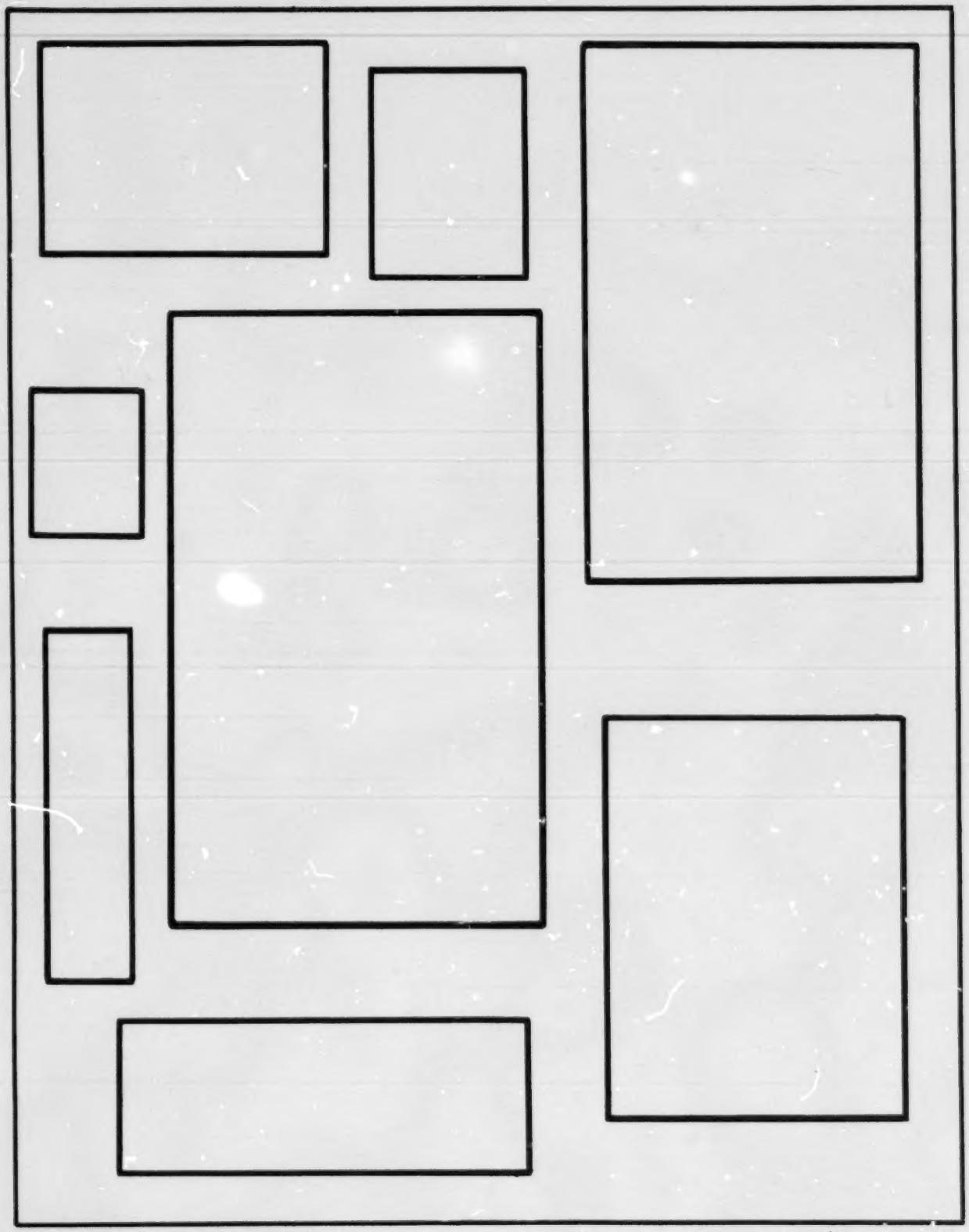

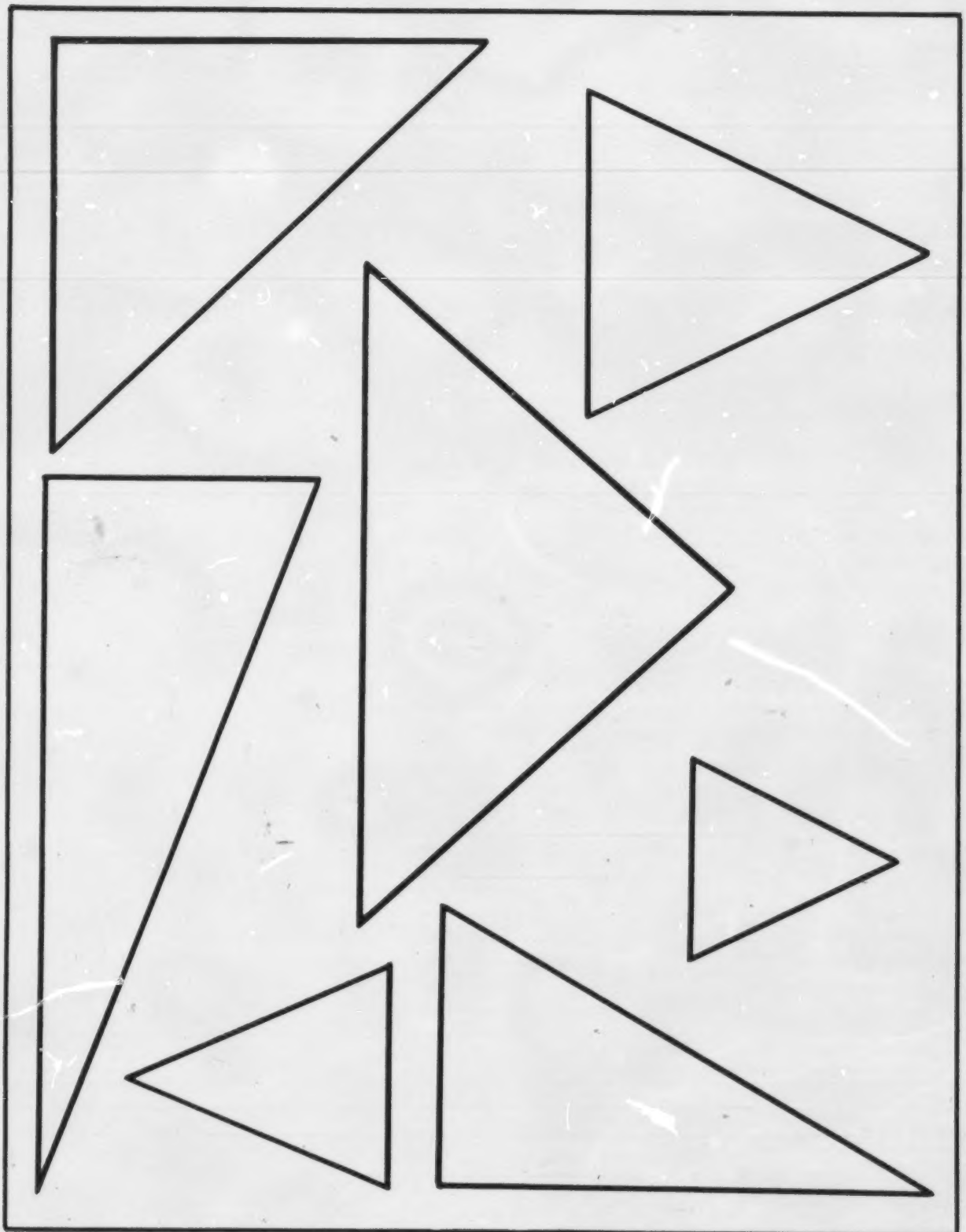

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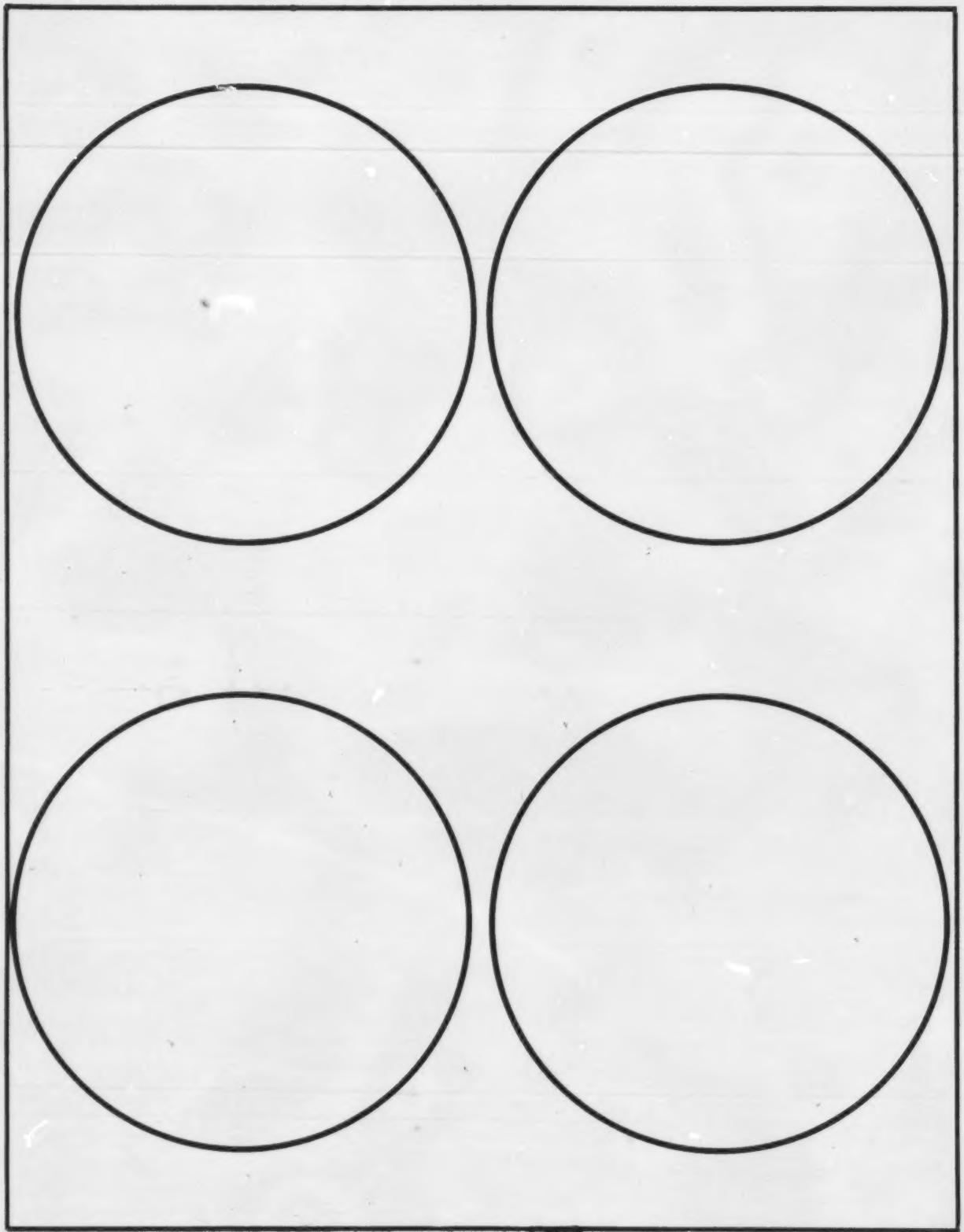

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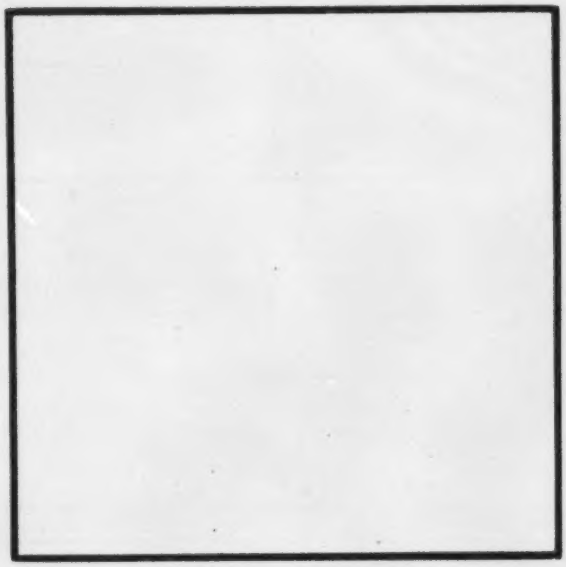

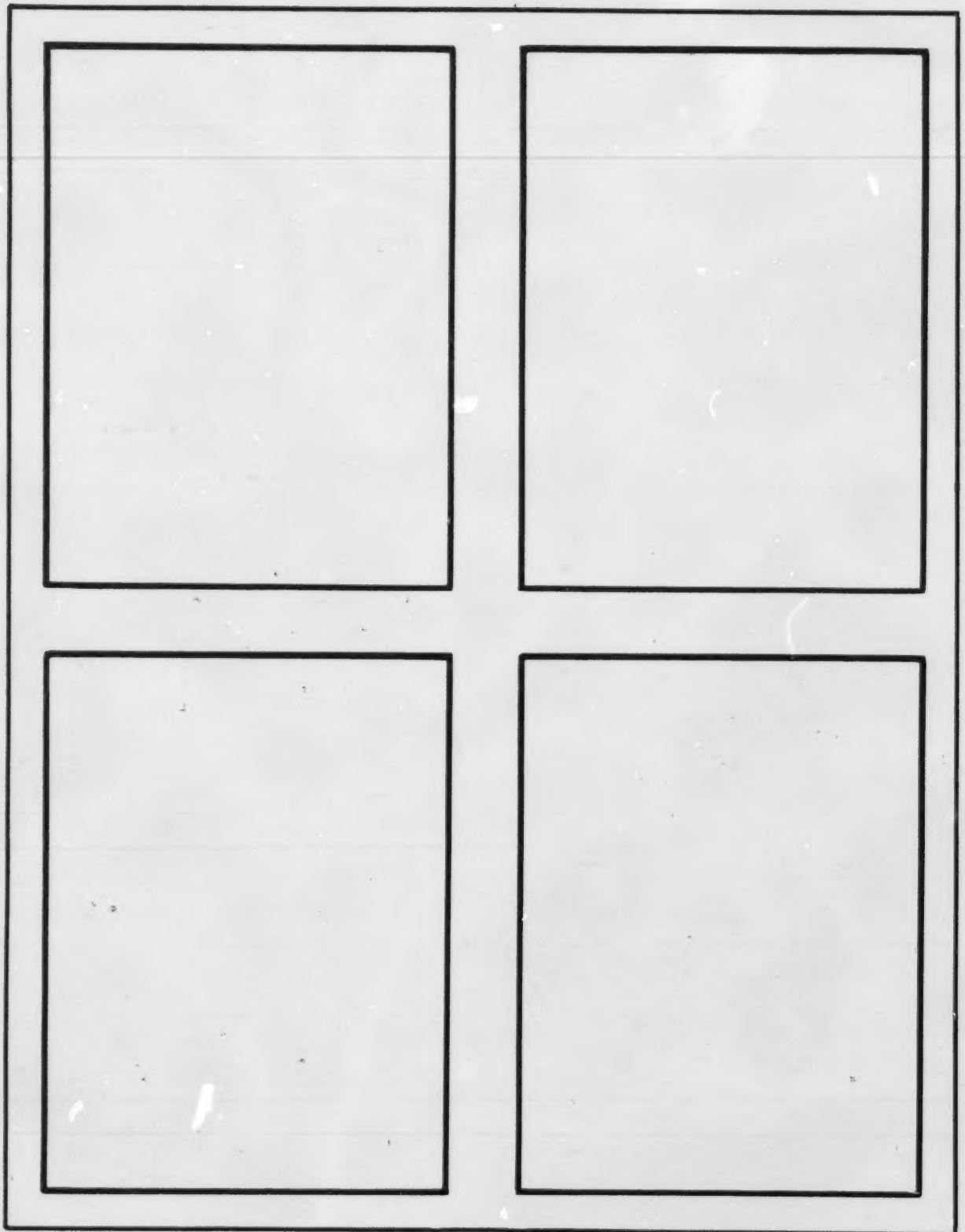

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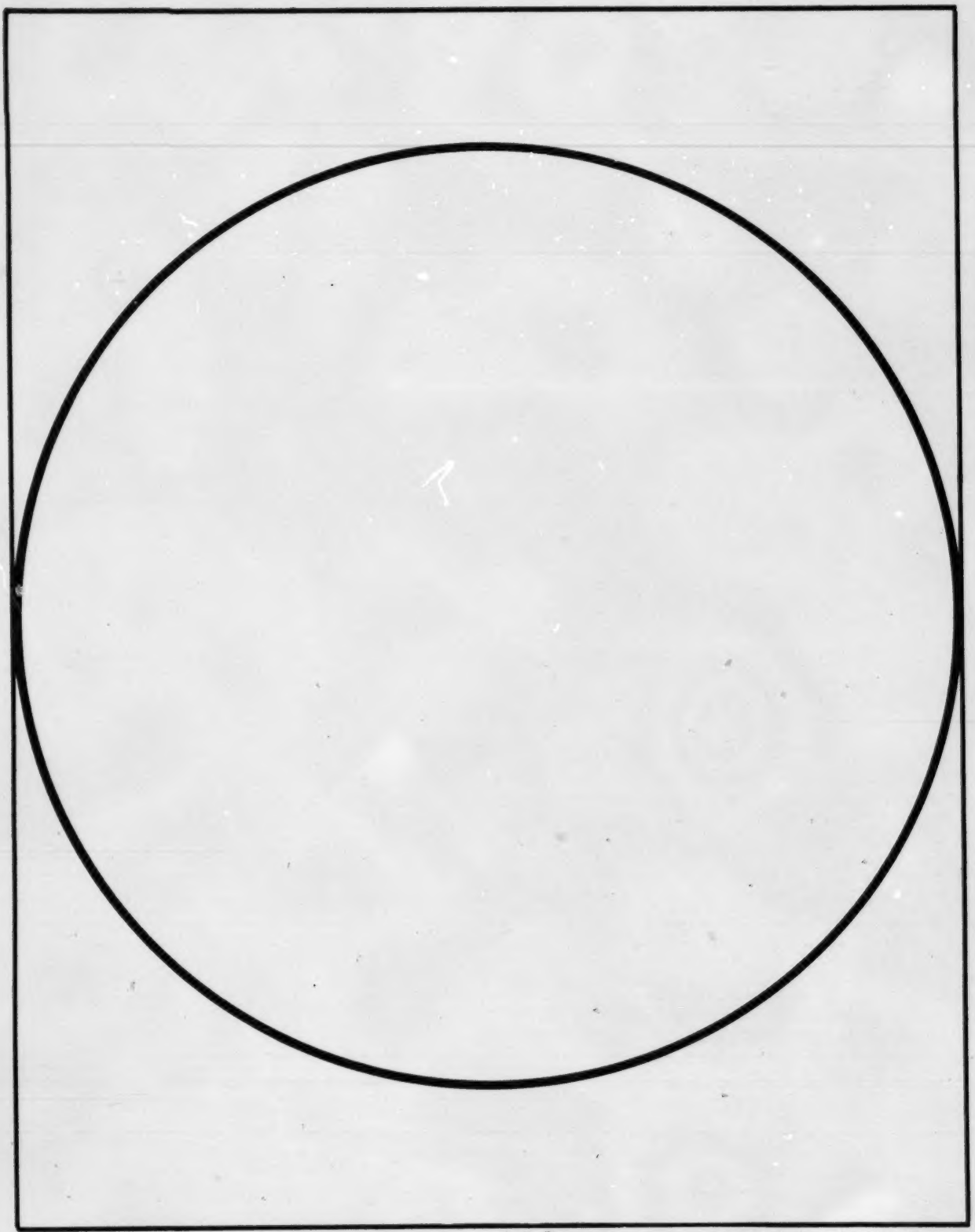

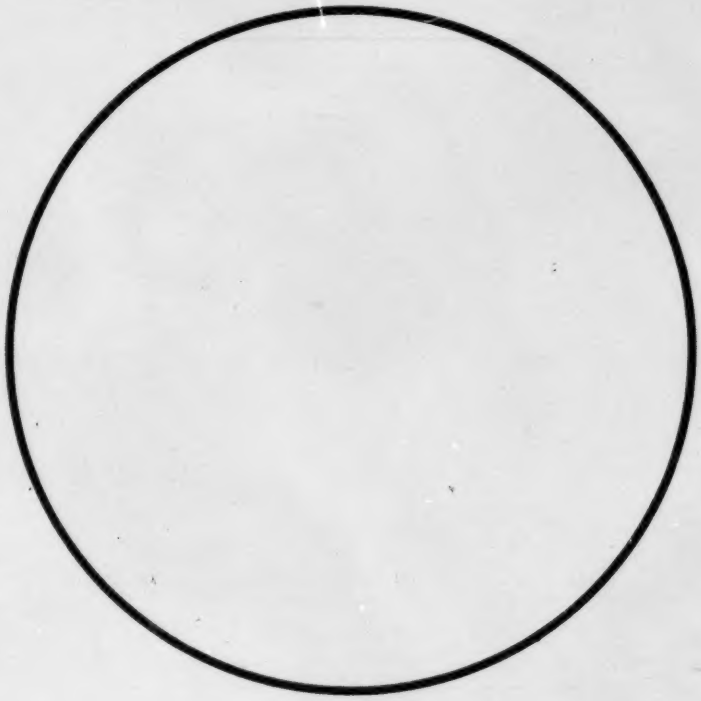

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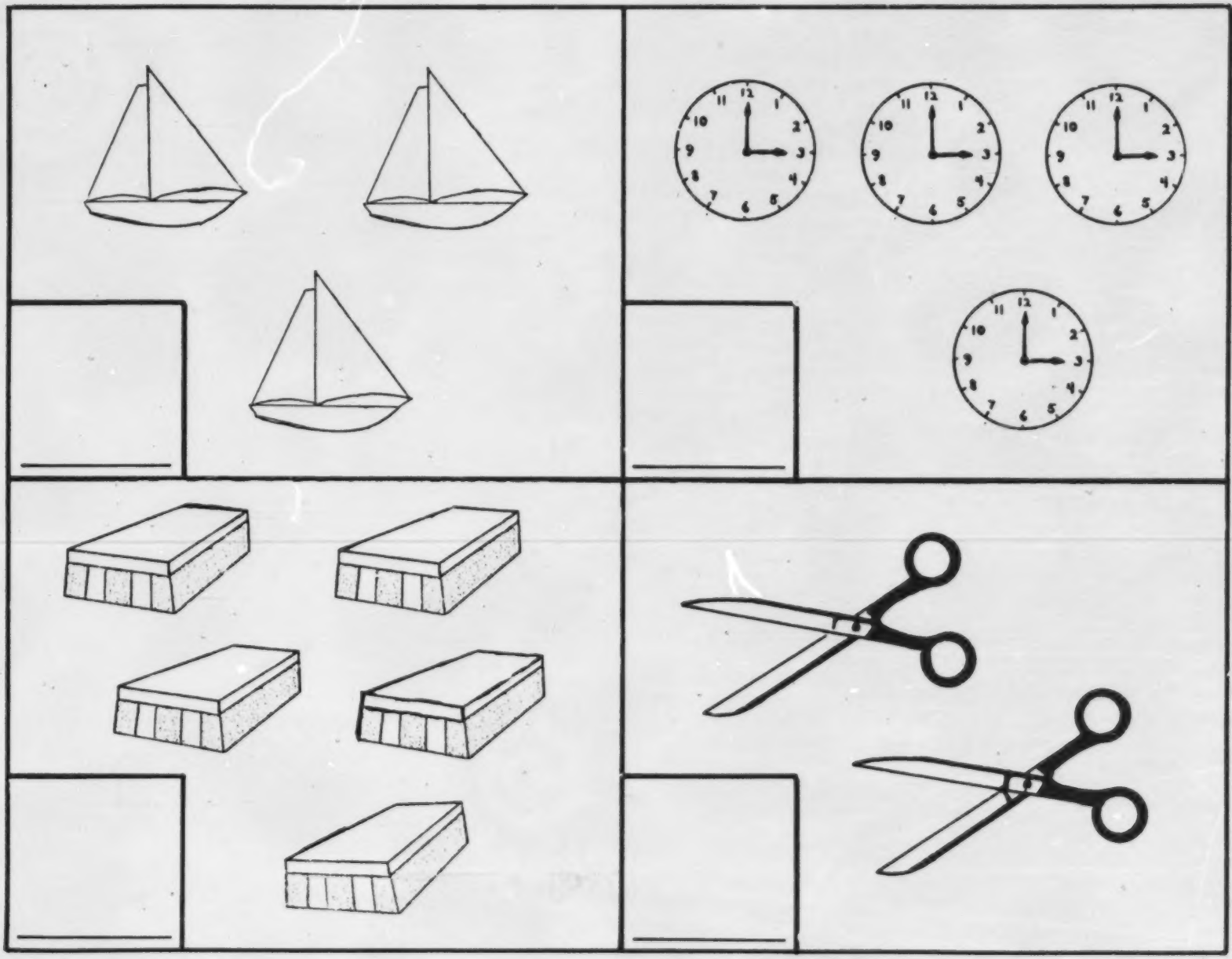

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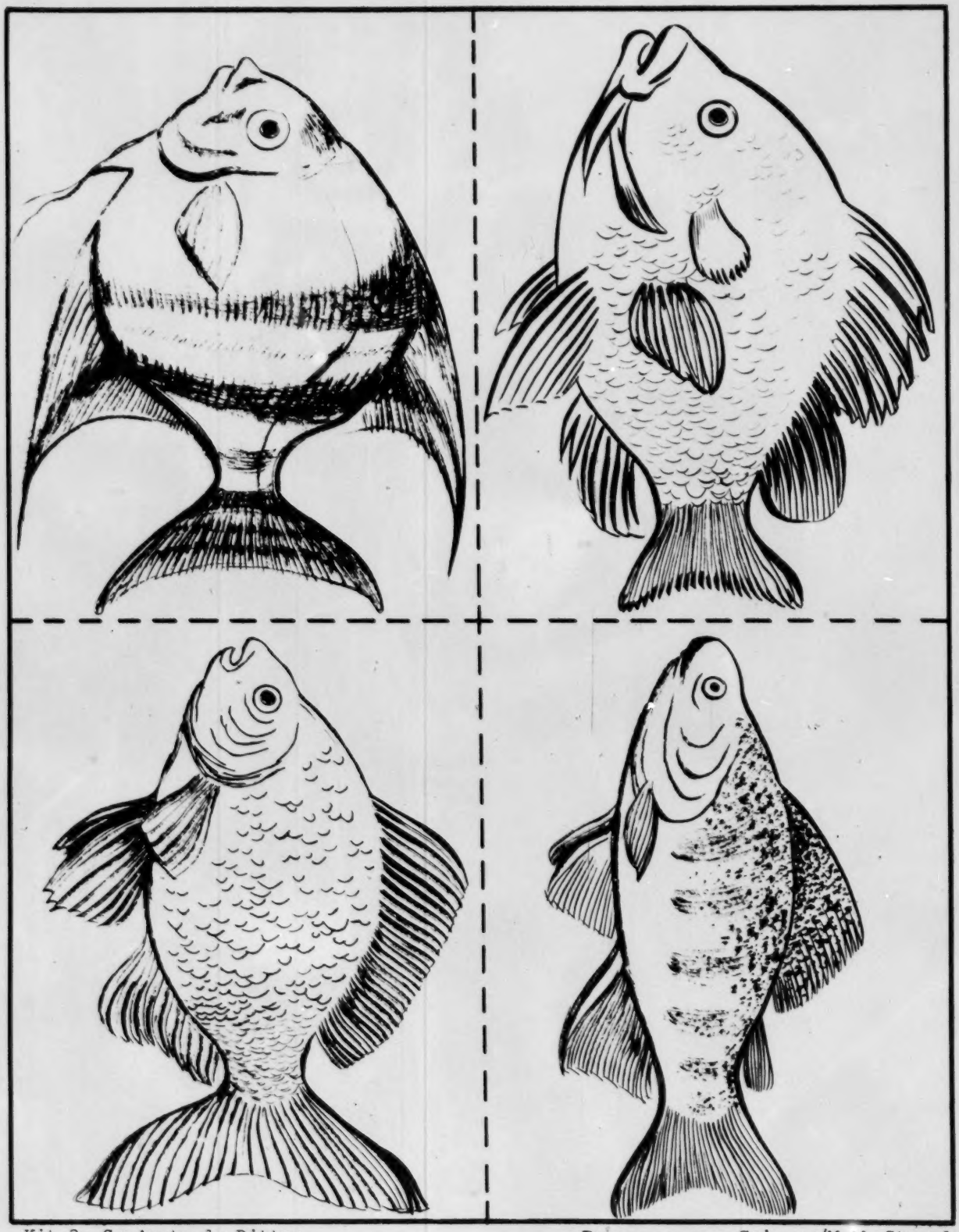

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Kit 3, Conjunto de Dittos

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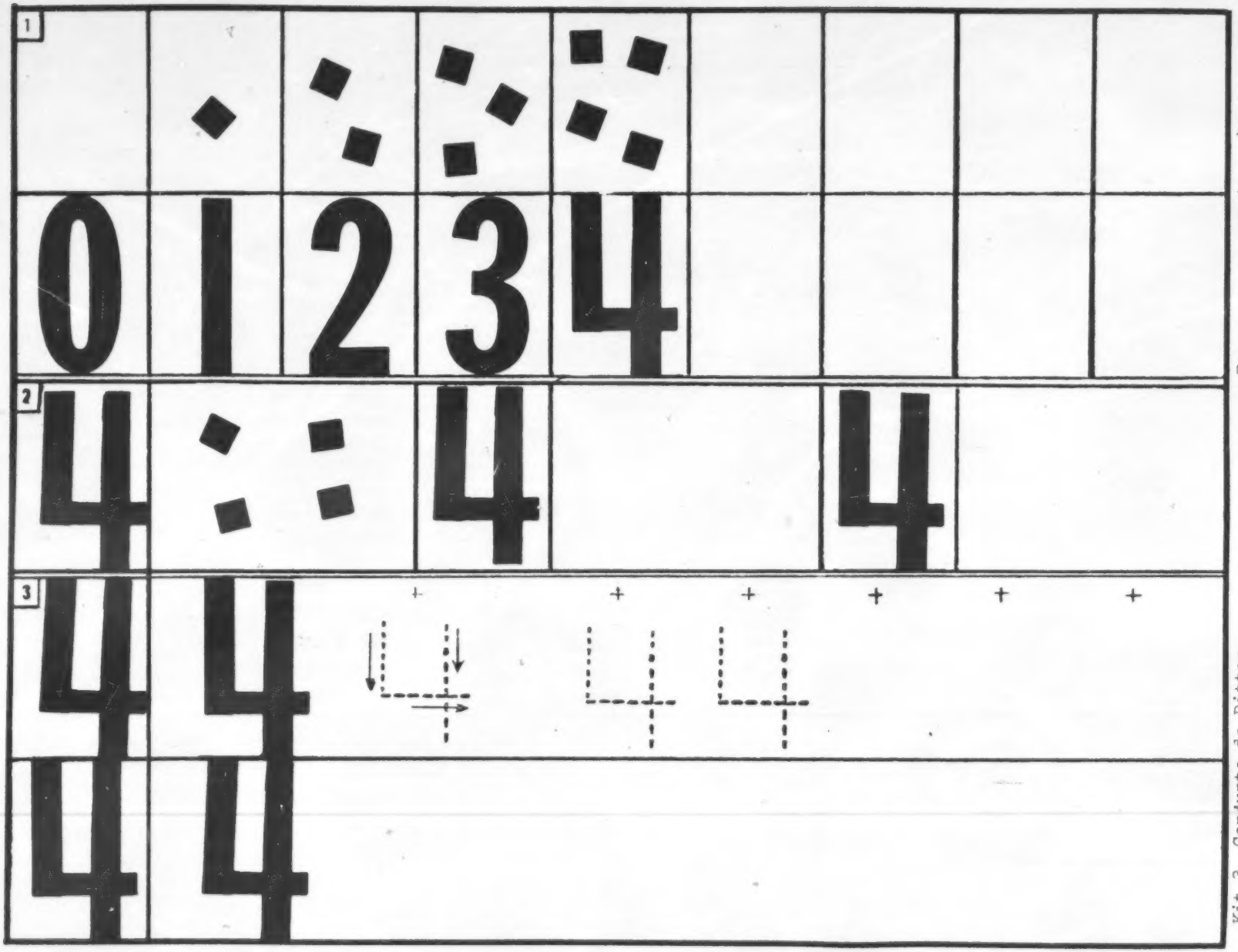

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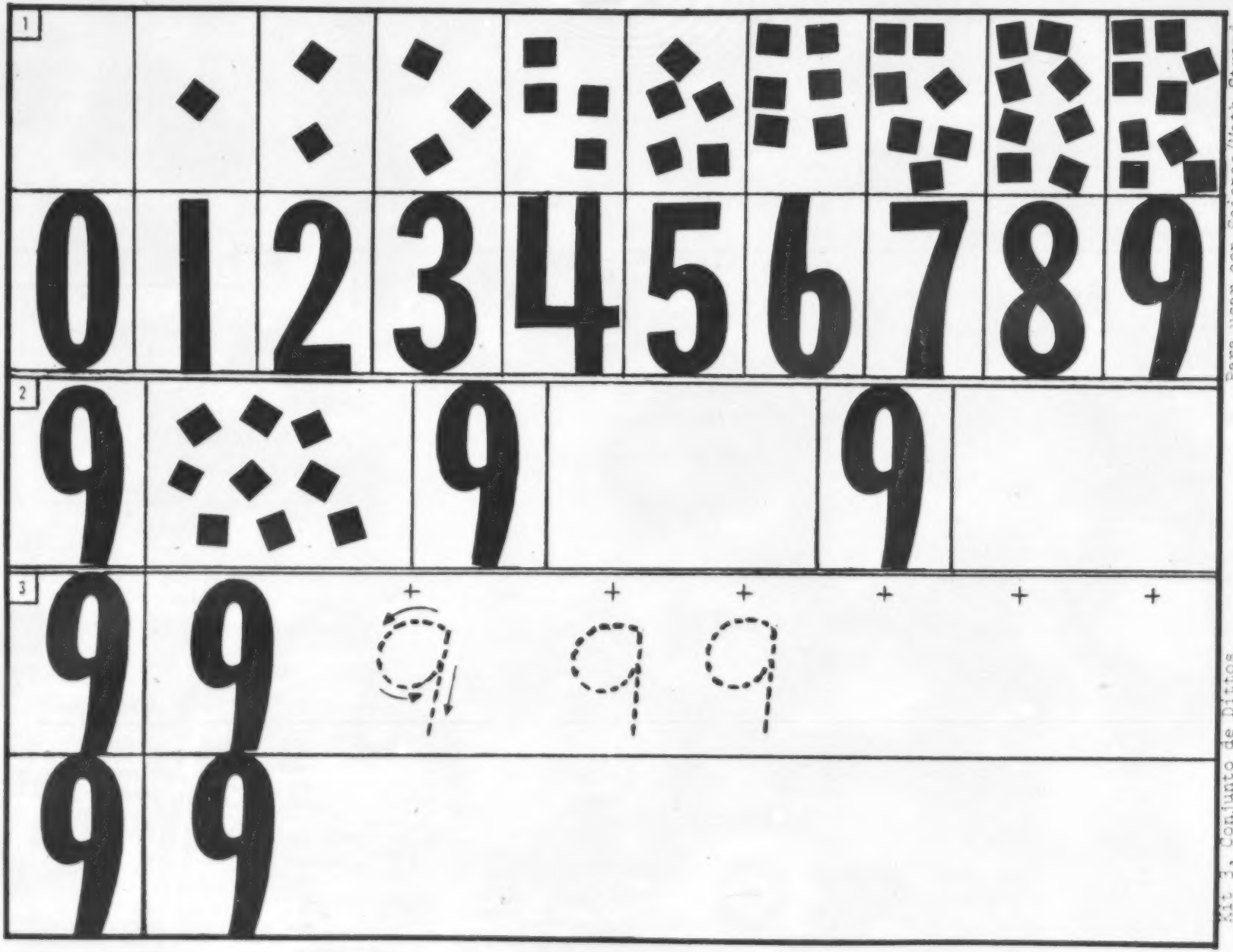

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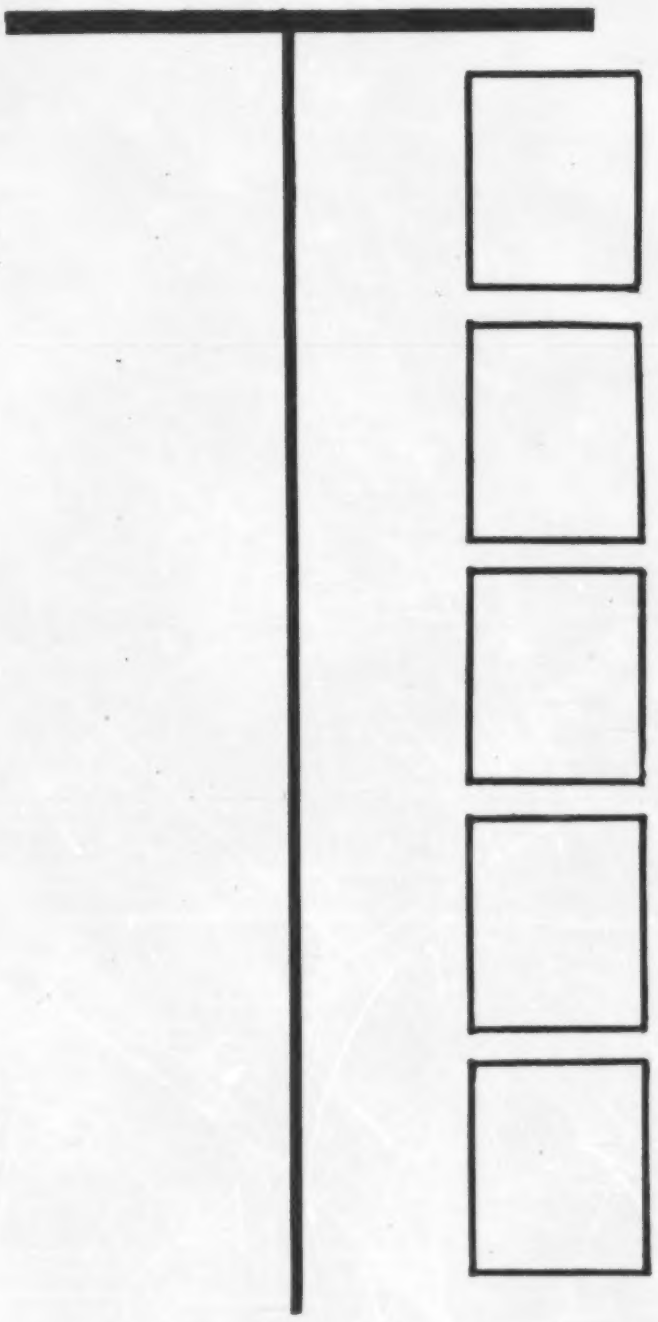

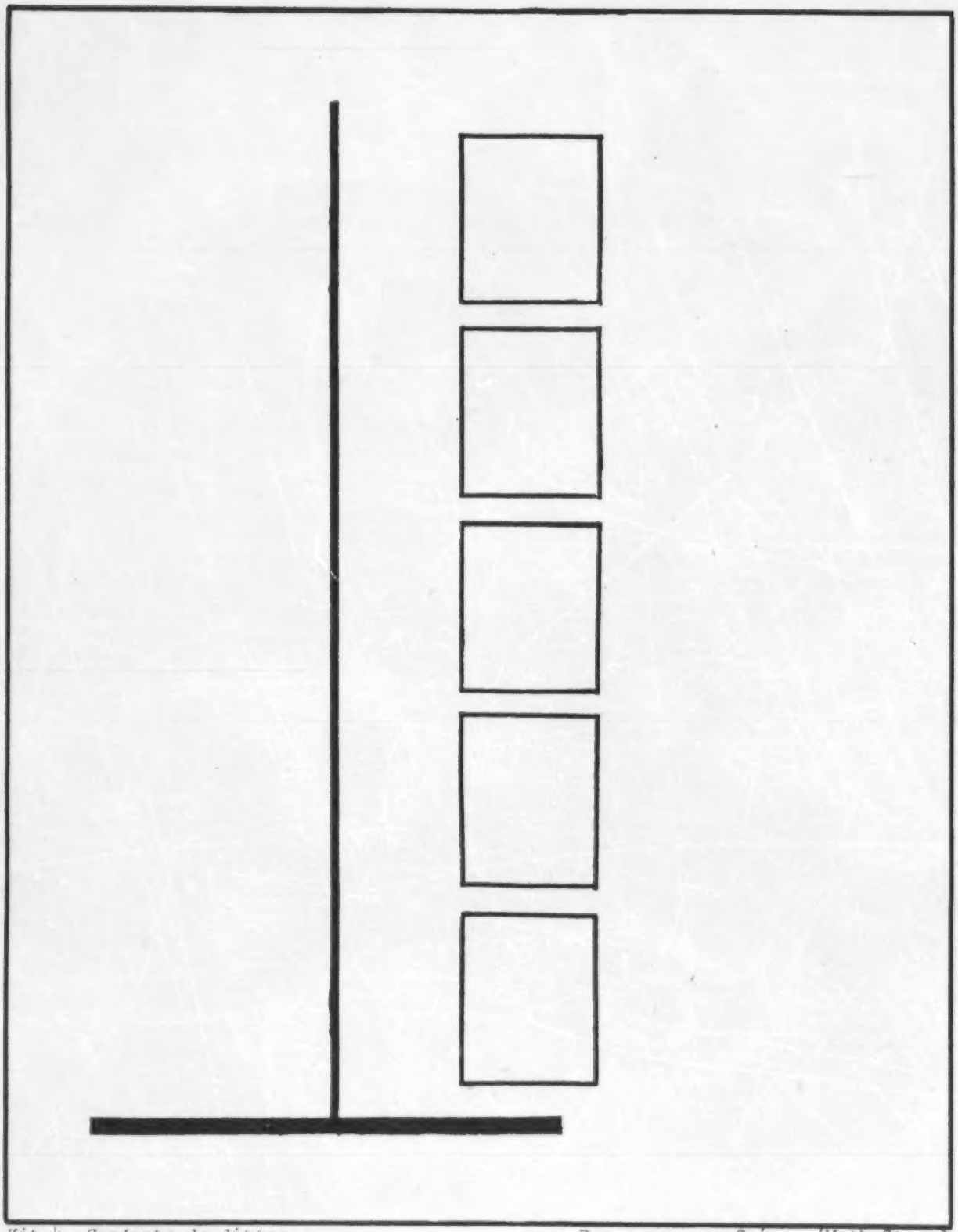

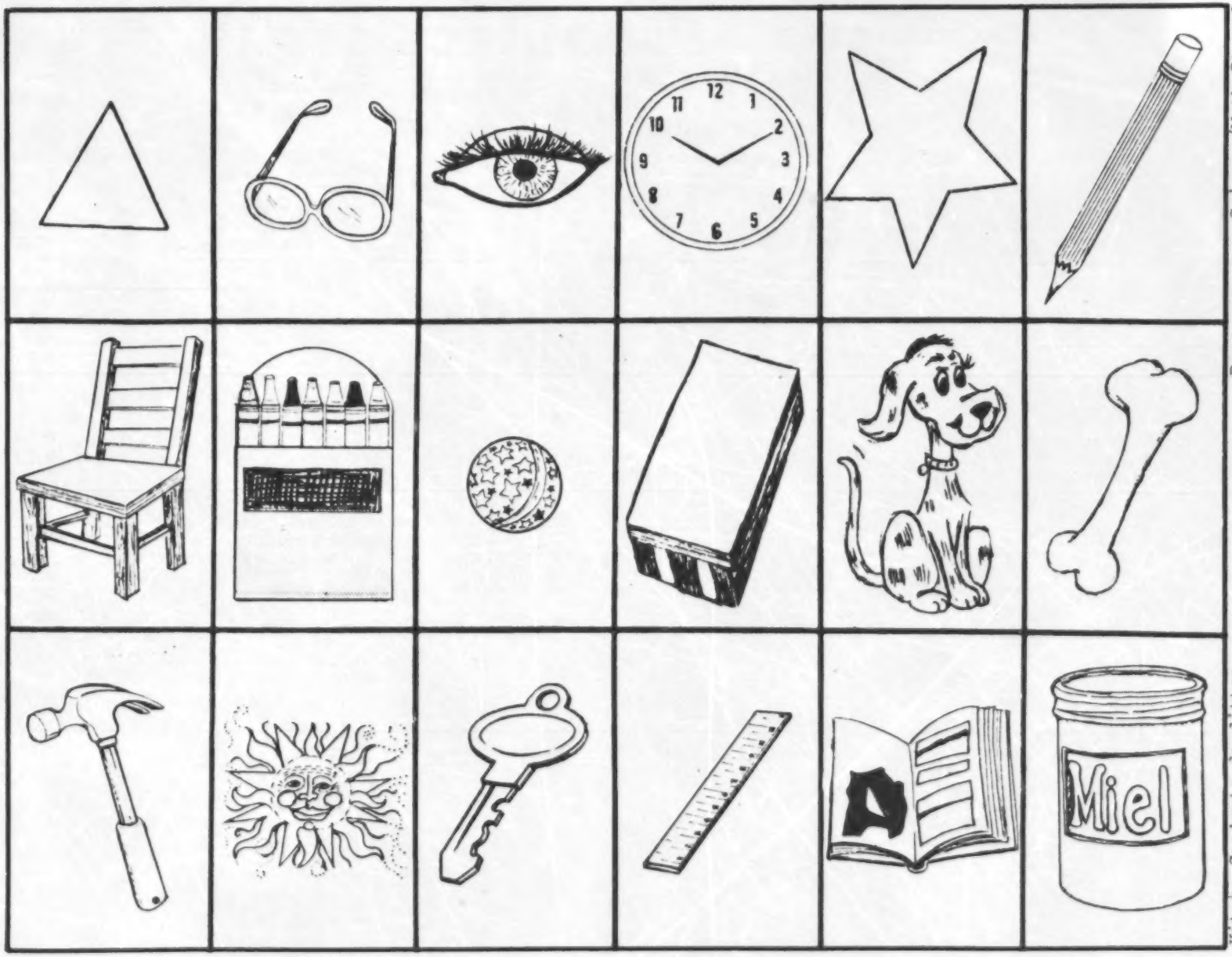

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Kit 4, Conjunto de dittos

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Kit 4, Conjunto de dittos